DOCUMENT RESUME

ED 193 849 EC 130 808

AUTHOR	Walls, Richard T.; And Others
TITLE	The Vocational Behavior Checklist.
INSTITUTION	West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.
SPONS AGENCY	Rehabilitation Services Administration (DHEW), Washington, D.C.
PUB DATE	79
GRANT	16-P-56806/3
NOTE	220p.
AVAILABLE FROM	West Virginia Rehabilitation Research and Training Center, 509 Allen Hall, West Virginia University, Morgantown, WV 26506 ($8.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Check Lists; *Disabilities; *Evaluation Methods; Interpersonal Competence; *Job Skills; Vocational Adjustment; *Vocational Rehabilitation; Work Attitudes
IDENTIFIERS	*Vocational Behavior Checklist

ABSTRACT

The document addresses vocational skills--what they are and how they can be measured in a training class or on the job. It is explained in an introductory chapter that the checklist consists of a list of 344 vocationally relevant skill objectives specified in terms of conditions (antecedents or givens), behaviors, and standards. The objectives are classified and presented in Chapters 2 through 8 in seven categories: prevocational skills (job identification; object discrimination, sorting, and packing; paper folding and collating; tools and their use; housecleaning; food preparation; table and dishes; clothing care; child care; and academics); job seeking skills (job search, skill identification, and employer contact); interview skills (preparation for the interview and simulated interview); job related skills (travel to work, the job site, and general work rules); work performance skills (work station behavior, work situations, safety, and work evaluation); on the job social skills (interaction with coworkers and interaction with the supervisor); and union-financial-security skills (job information and benefits; hours and wages; and banking, budgeting, and taxes). Chapter 9 considers use of the checklist in developing individualized education programs, and individualized written rehabilitation programs. A final chapter presents reliability and validity data. Appendixes include skill summary sheets covering all objectives, an optional data sheet, and a skill objectives profile sheet. (SBH)

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THE VOCATIONAL BEHAVIOR CHECKLIST

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West Virginia University

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Preparation of this manuscript was supported in part by Research & Training Center Grant No. 16-P-56806/3 and the Department of Health, Education, and Welfare (RSA) to West Virginia University and West Virginia Department of Vocational Rehabilitation.

We are indebted for outstanding cooperation and help to Michael Rowan, David Wheeler, and staff at PACE Training Center, Morgantown, West Virginia, to John Hull and staff at the Department of Health and Social Development, Winnipeg, Manitoba, and to Charles William Lind, Jr., Rehabilitation and Education and Services Branch, Fort Madison, Iowa. Appreciation is extended to all those who have evaluated this work, especially Carlyn G. Landsberg, Douglas S. MacKay, and Jessica Swirsky. Special thanks are given to Becky Swartz for three years of typing and editing revisions.

We also gratefully acknowledge the work of the Research and Training Center staff in preparation of this text: Virginia Spann, Editing and Art; Renee Withrow, Suzie Campbell, Deloris Wilder, Jim Brewer, Pamela Nolan, and Bill Mahaney Production Staff.

1979
1979 2nd Printing Experimental Edition
1978 1st Printing Experimental Edition
An EEO/Affirmative Action Employer

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Dunbar, West Virginia 25064

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VBC PREFACE

If you ask ten people what qualities make a successful employee or worker you are likely to get a variety of answers, but some will occur several times. Your interviewees are likely to suggest sincerity, loyalty, honesty, courtesy, efficiency, a good personality, ability to do the job, and willingness to do it. But such a "boy scout list" can never fully describe the large number of behaviors that go together to make a good worker. There are degrees of sincerity, and a good personality means different things to different people.

A more profitable approach is to examine what successful emloyees actually *do*. What are the particular skills that workers need? What behaviors go together to make up necessary on-the-job social skills? What behaviors constitute outstanding work performance?

Many people in a variety of occupations are considered to be vocationally competent. They are often characterized by such statements as, "She is a great secretary." "He is an outstanding teacher." "He is a hell-of-a good lineman." But she was not born a great secretary, and he was not born a good lineman. Their skills were learned. The all-around good employee has learned not only the skills for that particular job but also a set of work performance, social, and job related skills that are applicable to the secretary, teacher, and lineman. In other words, there are fundamental behaviors that cut across the broad vocational spectrum.

Various professionals associated with vocational training have the need for clear specification of vocationally relevant behaviors.

The director of a vocational training facility will find an objective means to accountability, cost effectiveness, and appropriateness of programs and staffing.

The program evaluation specialist will find an objective means of documenting client or trainee progress and, accordingly, effectiveness of training procedures.

The vocational evaluator will find clear standards for determining client skills in seven different categories of vocational competence: Prevocational Skills, Job Seeking Skills, Interview Skills, Job Related Skills, Work Performance Skills, On-The-Job Social Skills, and Union-Financial-Security Skills.

The counselor who is responsible for writing Individualized Education Programs and/or Individualized Written Rehabilitation Programs will find objective documentation for legislative requirements as well as a means of goal setting which is responsive to client needs.

The work adjustment specialist will find the necessary social and communication skills which must accompany specific work skills.

The first-line supervisor will find specification of a broad range of work skills applicable to a wide variety of jobs.

The prevocational training instructor will find the outline of an objectively specified curriculum for prevocational skills.

The vocational instructor will find work and work-related skills specified in terms of conditions of performance, behaviors, and standards for mastery.

Vocational trainees, regardless of whether they are 60 or 16 years old, have some work skills but need to learn others. This book is about vocational skills — what they are and how they can be measured in a training class or on the job. Before we begin to train people we need to have clearly-stated goals for that training. The vocational skill objectives listed in *The Vocational Behavior Checklist* are clearly stated in terms of conditions, i.e., setting, tools, materials for performance; instructions, behaviors, and standards or criteria for correct performance. If you are interested in clearly and carefully specified vocational skills that have been designed for and used in vocational training and on-the-job training programs, this book is for you.

R.T.W.
T.Z.
T.J.W

VBC CHAPTER 1

WHAT ARE INDEPENDENT LIVING SKILLS

WHAT ARE JOB GETTING AND KEEPING SKILLS?

Anthony Dogood had been enrolled in a federally-sponsored job training program for two weeks. He liked it pretty well. He felt he was learning some things, and the people he met there were friendly. The first three months he was scheduled for "orientation and prevocational training." So far, they had discussed what work means, why people work, and how each person in the class felt about working. They had told about jobs they had worked and how they had felt about those jobs.

The big guy with one hand missing had described his job in a coal mine. He was getting good disability benefits and wasn't sure that he wanted to be "rehabilitated." When Anthony's turn came, he told about the time he had helped his uncle paint a house. He didn't relate how bad he felt when his uncle yelled at him all the time.

But he was getting a little tired of all this talk. He was anxious to start doing some things with refrigerators and air conditioners. The teacher said that later they would be trying different kinds of jobs to see which one they were best suited to train for. But they would also be spending part of the day learning about how to look for a job, how to act in a job interview, how to relate to people on a job, how to handle union and money matters, and some other things besides just how to do the job. The teacher said that jobs are often lost because of other reasons than just the inability to do the work. Anthony wasn't sure what all these other things had to do with getting and keeping a good job, but if they were important, he would give them a try.

The Relevant Skills Problem

What are the skills that Anthony and others in his training program should be learning? What are the skills that are relevant to the world of work? When is an individual ready to enter that world? Historically, the emphasis, number, and type of skills have varied almost as widely as the number of federal, state, and private vocational training programs. Certain common threads or central skills have been evident across programs, but curriculum differences are as prevalent as commonalities.

Cost-effective vocational training programs can't teach everything to everyone. Some people will already "have" or "know how to do" some skills. And even if we wanted to teach everything, what is everything? That is, how many vocationally relevant skills are there? Are there 50 or 5,000? Where can we find a list of these skills so we can decide which ones are relevant for our students or clients?

Conditions, Behaviors, and Standards (CBS)

Apart from anecdotal or casual observation of workers, there have been two types of formal observation tools: rating scales and behavior checklists. Rating scales are generally less objective than behavior checklists because they do not require direct observation and recording of behaviors. Although rating scales are often based on client or worker behaviors, they rely heavily on clinical judgment. For example, a worker may be rated by his/her supervisor on "attitude toward work" on a five-point scale from excellent to poor. To give this rating, the supervisor must put together a number of behaviors and impressions of this worker to attempt to make a reasonable judgment of this construct of "attitude toward work."

In contrast, a behavior checklist is simply a list of carefully defined behaviors. Although different formats for behavior checklists exist, the primary concept is that the worker either emits the individual *behaviors* or does not (Walls & Werner, 1977). For example, does the worker "put away production in proper storage area?" Does the worker "arrive at work and punch in on time?"

Carefully defined behaviors should also include a *standard* of performance. Suppose the standard for these behaviors noted above is, "five consecutive days." The supervisor is required to check whether or not a particular worker "put away production in proper storage area on five consecutive days." The supervisor simply checks "yes" or "no." Also, he checks whether the worker "arrived at work and punched in on time on five consecutive days." A minimum of clinical judgment is involved since the *behavior and standard* (or criterion) are clearly stated.

Another feature of a carefully defined behavior that is often implied, but should be stated in a good definition, is the *condition* of performance. The condition is the setting (including tools and materials) or the situation in which the behavior occurs. It is the "given." For example, "Given a specified area for storage of production, the worker will put away production in the proper storage area on five consecutive days." "Given a stated time for arriving at work, the worker will arrive at work and punch in on time on five consecutive days." In *The Vocational Behavior Checklist*, an instruction is included as part of the condition or given for each skill objective. Thus, a *condition* (or given), a *behavior,* and a *standard* (or criterion) fully define what is expected of the worker. The supervisor is clear about what is required and can check either "yes" or "no." Just as important, it is easier for the worker to understand what is expected and learn to meet these expectations.

The Vocational Behavior Checklist

The Vocational Behavior Checklist is an extensive list of 344 vocationally relevant skill objectives carefully specified in terms of conditions (antecedents or givens), behaviors, and standards. These objectives are classified and presented in seven categories in Chapters 2 through 8.

The Vocational Behavior Checklist can be used to: (1) define work and work related skills clearly; (2) specify a broad range of work skills applicable to a wide range of jobs; (3) determine clear standards for mastery of skills; (4) document client or trainee progress and effectiveness of training procedures; (5) determine an objective means to accountability, cost-effectiveness, and appropriateness of programs and staffing; (6) determine an objective means of goal setting and documentation for legislative requirements; and (7) outline an objectively specified curriculum for prevocational and vocational skills.

Sources and Scope

Just how comprehensive and inclusive is this list of behaviors (with conditions and standards of performance)?

The objective was to make it as comprehensive and inclusive as possible. In an attempt to determine the number of behavior checklists available and in use, an advertisement was placed in several periodicals requesting, ". . .behavior checklists used in tabulating behaviors or skills" of various populations. The same request was sent to a number of individuals as well as to 883 state schools and rehabilitation facilities.

We received more than 200 checklists in return from individuals, facilities, and training programs. These lists varied widely in the extent to which they represented carefully specified and observable behaviors. Further, the item formats and scoring requirements differed markedly. In addition, while some were concerned with only one or two classes of behavior, others included behaviors in fifteen or more classes. Each of these classes of behavior might contain only a few specific behaviors or a hundred or more specific behaviors representative of that class. Some classes of behavior commonly represented in these checklists were: eating, toileting, dressing, health, grooming, communication, mobility, dexterity, vocational, recreational, socialization, orientation, motor skills, self-help, daily living, independence, alcohol or drug use, household, and work skills. Of the more than 200 checklists, 166 of them have been reviewed in an annotated bibliography (Walls, Werner, Bacon, and Zane, 1977).

An important behavior class in many of these behavior checklists was *vocational behaviors*. All of the items related to the assessment of vocational behaviors were reviewed and evaluated. Although these classes of skills were sometimes labeled "Prevocational," "Occupational," "Job," or "Work" behaviors, any items associated with employment were considered to be in the broad "vocational" classification. Vocational items from 21 checklists (noted in the References section) were sorted into seven categories and overlaping or duplicate items eliminated. These seven categories are Prevocational Skills, Job Seeking Skills, Interview Skills, Job-Related Skills, Work Performance Skills, On-The-Job Social Skills, and Union-Financial-Security Skills.

All of the items that were retained were used to guide the writing of the present behavioral definitions (skill objectives) to include *conditions* of performance, specific *behaviors*, and *standards* of performance. In almost all cases this rewriting and modification was extensive, since many of the checklists used only a short phrase to describe each behavior and/or did not include conditions and/or did not include standards. Further, many gaps were filled by creating completely new items. Many new skill objectives were derived from our work with vocational rehabilitation clients in sheltered workshops, deinstitutionalization training, rehabilitation facilities, and field-based vocational rehabilitation programs.

How To Use The Vocational Behavior Checklist

The chapters that follow provide extensive lists of vocationally relevant skills that are behaviorally defined. These lists may be used exactly as stated or they may be modified to suit a particular trainee, worker, program, or setting. Particular skills may be selected that are relevant for that client or that occupational training program. Particular standards of performance may be modified to reflect more clearly the objectives of the training. However, the behaviors and definitions should be used substantially as stated herein.

Specific Skill Objective Examples

As specific examples, consider two skill objectives from the Prevocational Skills chapter.

COPING SAW 40

CONDITION:	Given a coping saw and a piece of wood ¼" x 8" x 8" or larger, with a curved line 5" long drawn on it.
INSTRUCTION:	"Cut along the curved line."
BEHAVIOR:	Client will use the coping saw to cut along the curved line..
STANDARD:	Behavior within ten minutes on three of four occasions. The cut must not deviate from the line more than ½."

Let's return to Anthony. For this skill, the instructor or supervisor gives Anthony a coping saw and a piece of ¼" wood with a curved line 5" long drawn on it. The instructor tells Anthony, "Cut along the curved line." Anthony saws on the curve and finishes in ten minutes. In one section, the cut deviates from the line, but the deviation is less than the ½" limit allowed. So, the instructor records the attempt on the Optional Data Sheet (following page) as correct on one occasion. The instructor has Anthony try this skill two more times (on that same day or on subsequent days). He does well and meets the criteria on each occasion. Thus, he has accomplished this skill (three consecutive occasions) without even making the one allowable error. This skill is no problem for Anthony. The instructor marks "+" and the date for the "INITIAL ASSESSMENT" on the Skill Summary Chart and marks a "+" in the summary column.

Optional Data Sheet

The Optional Data Sheet is suggested as a form on which daily training data can be recorded. Consistent data collection and record-keeping are essential for showing client progress with respect to the skill objectives. The information specified on the Optional Data Sheet meets the minimal requirements for accurate daily recordkeeping. This is not to say that this is the only format that may be used. Different settings, different populations, and different programs may require other formats and perhaps additional information.

When this data sheet is used, the *condition, instruction, behavior,* and *standard* may be copied exactly as it appears within the chapter in order to prevent confusion on the part of the trainer or observer. The numbers along the top of the grid refer to individual trials (occasions). For any particular trial, whenever a response meeting the standard has occurred, a "+" should be placed in that trial box. If the response did not meet the required standard on any occasion, a "—" should be recorded in the box for that trial. Although 20 boxes are provided in each row, on any given day of training or assessment, there might be fewer or more than 20 trials.

Dates are to be written in the margin on the left. Recording of data should begin in trial No. 1 on each new day of training or assessment or whenever a new observer or trainer begins working with the client on this particular skill objective. The "Comments" column should be used to record relevant information concerning training, e.g., any prompts being used for that day. Additional blank Optional Data Sheets may be found in the appendices at the end of the book and in accompanying booklets.

OPTIONAL DATA SHEET

Client's Name *Anthony Dogood*

Category *Prevocational*

Skill Objective No. *40*

Condition: Given a coping saw and a piece of wood ¼" x 8" x 8" or larger with a 5" curved line drawn on it.

Instruction: "Cut along the curved line."

Behavior: Client will use coping saw to cut along curved line.

Standard: Behavior within 10 minutes on 3 of 4 occasions. Cut must not deviate from line more than ½."

OCCASIONS

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Initials	Comments
8/5/80																					*tz*	*Passed in*
"																						*initial*
"																						*assessment*
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VBC 5

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

Summary	Skill Objective		Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
⊞	1	Full-Time Job	⊞	1/4/80		
⊞	2	Part-Time Job	⊞	1/12/80		
⊞	3	Job Identification I	⊞	1/23/80		
⊞	4	Job Identification II	⊞	2/2/80		
⊞	5	Occupations	⊟	2/2/80	2/3/80	2/10/80
⊞	6	Reasons	⊞	2/10/80		
⊞	7	Color Discrimination I	⊞	2/10/80		
⊞	8	Color Discrimination II	⊟	2/10/80	2/10/80	2/13/80
⊞	9	Texture Discrimination I	⊟	2/13/80	2/15/80	2/28/80
⊞	10	Texture Discrimination II	⊟	3/10/80	3/12/80	3/15/80
⊞	11	Pincer Grasp	⊞	3/18/80		
⊞	12	Nuts and Bolts	⊞	3/21/80		
⊞	13	Nuts and Bolts;Size	⊟	3/21/80	3/25/80	3/30/80
⊞	14	Color Sorting	⊟	3/30/80	3/30/80	4/1/80
⊞	15	Size Sorting	⊞	4/2/80		
⊞	16	Shape Sorting	⊞	4/2/80		
□	17	Bolt Sorting	⊟	4/2/80	4/4/80	
⊞	18	Nuts, Bolts, Washers	⊟	4/4/80	4/5/80	4/7/80
⊞	19	Object Packing	⊟	4/13/80	4/15/80	4/17/80
⊞	20	Glass Packing	⊞	4/19/80		
⊞	21	Taping	⊟	4/19/80	4/20/80	4/23/80

VBC 7

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

			Initial Assessment	Training	
Summary	**Skill Objective**	**+ or −**	**Date**	**Date Begun**	**Date Completed**
⊞	22 Lockfolding	⊟	4/23/80	5/1/80	5/5/80
⊞	23 String	⊟	5/1/80	5/3/80	5/5/80
□	24 Long Fold	⊟	5/5/80	5/10/80	
⊞	25 Short Fold	⊟	5/ 10/80	5/15/80	5/25/80
□	26 Third Fold	⊟	5/25/80	5/25/80	
□	27 Letter	⊟	5/27/80	5/30/80	
⊞	28 Envelope	⊟	6/1/80	6/1/80	6/7/80
□	29 Stamp	⊟	6/24/80	7/1/80	
⊞	30 Pages	⊟	7/1/80	7/3/80	7/20/80
⊞	31 Stapler	⊞	7/21/80		
■	32 Rubber Bands	□			
□	33 Straight Line	⊟	7/21/80	7/22/80	
⊞	34 Curved Line	⊟	7/22/80	7/25/80	7/30/80
□	35 Tools I	⊟	8/1/80	8/2/80	
□	36 Tools II	⊟	8/1/80	8/2/80	
□	37 Tool Discrimination I	⊟	8/3/80	8/4/80	
□	38 Tool Discrimination II	⊟	8/3/80	8/4/80	
□	39 Wood Rasp	⊟	8/5/80	8/6/80	
⊞	40 Coping Saw	⊞	8/5/80		
■	41 Miter Box	□			
■	42 Hack Saw	□			

VBC 8

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	43 Wood Plane	⊟	8/7/80		
☐	44 Claw Hammer I	⊟	8/7/80		
⊞	45 Claw Hammer II	⊞	8/7/80		
☐	46 Vise	⊟	8/10/80		
☐	47 Wrench I	⊟	8/10/80		
☐	48 Wrench II	⊟	8/10/80		
⊞	49 Ratchet I	⊞	8/12/80		
⊞	50 Ratchet II	⊞	8/12/80		
☐	51 Brace and Bit	⊟	8/15/80		
☐	52 Screwdriver	⊟	8/15/80		
☐	53 Utility Knife	⊟	8/15/80		
■	54 Pliers	☐			
■	55 Tin Snips	☐			
☐	56 Paint Can	☐			
☐	57 Staple Gun	☐			
☐	58 Paint Brush	☐			
☐	59 Rule	☐			
☐	60 Sandpaper	☐			
☐	61 Level	☐			
☐	62 Square	☐			
☐	63 Hand Saw	☐			

VBC 9

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	64 Hack Saw Blade	☐			
☐	65 Coping Saw Blade	☐			
☐	66 Bit	☐			
☐	67 Socket	☐			
☐	68 Staples	☐			
☐	69 Tool Cleaning	☐			
☐	70 Tool Storage	☐			
☐	71 Sandpaper Discrimination I	☐			
☐	72 Sandpaper Discrimination II	☐			
☐	73 Sandpaper Discrimination III	☐			
☐	74 Sandpaper Discrimination IV	☐			
☐	75 Paint Discrimination I	☐			
☐	76 Paint Discrimination II	☐			
☐	77 Object Assembly I	☐			
☐	78 Object Assembly II	☐			
☐	79 Job Product I	☐			
☐	80 Job Product II	☐			
☐	81 Household Objects	☐			
☐	82 Wiping Cloth	☐			
☐	83 Bed Sheets	☐			
☐	84 Mattress	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	85 Unmade Bed	☐			
☐	86 Broom	☐			
☐	87 Mop and Bucket	☐			
☐	88 Floor Wax	☐			
☐	89 Vacuum Cleaner	☐			
☐	90 Dust Rag	☐			
☐	91 Bathtub	☐			
☐	92 Refrigerator	☐			
☐	93 Windows	☐			
☐	94 Drapes	☐			
☐	95 Grocery List	☐			
☐	96 Grocery Store	☐			
☐	97 Grocery Bill	☐			
☐	98 Food Storage	☐			
☐	99 Refrigerator Items	☐			
☐	100 Cabinet Items I	☐			
☐	101 Cabinet Items II	☐			
☐	102 Apron	☐			
☐	103 Hot Water	☐			
☐	104 Cold Water	☐			
☐	105 Stove	☐			

VBC 11

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	106	Matches	☐			
☐	107	Teakettle	☐			
☐	108	Saucepan	☐			
☐	109	Glass Jars	☐			
☐	110	Can Opener	☐			
☐	111	Bottle Opener	☐			
☐	112	Food Wrap	☐			
☐	113	Egg	☐			
☐	114	Measuring Cup	☐			
☐	115	Measuring Spoons	☐			
☐	116	Rolling Pin	☐			
☐	117	Mixer	☐			
☐	118	Rubber Scraper	☐			
☐	119	Oven I	☐			
☐	120	Oven II	☐			
☐	121	Butcher Knife	☐			
☐	122	Frying Pan	☐			
☐	123	Paring Knife I	☐			
☐	124	Paring Knife II	☐			
☐	125	Sandwich	☐			
☐	126	Milk	☐			

VBC 12

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: Anthony Dogood

Trainer(s): T.Z.

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	127 Garbage Bag	☐			
☐	128 Table Preparation	☐			
☐	129 Hot-Pads	☐			
☐	130 Dish Removal	☐			
☐	131 Dirty Dishes I	☐			
☐	132 Dirty Dishes II	☐			
☐	133 Dishwater	☐			
☐	134 Dishwashing	☐			
☐	135 Sterling	☐			
☐	136 Kitchen Counter	☐			
☐	137 Dishwasher	☐			
☐	138 Dish Rag	☐			
☐	139 Dish Storage	☐			
☐	140 Sewing Needle	☐			
☐	141 Shirt and Buttons	☐			
☐	142 Dress Hem	☐			
☐	143 Socks	☐			
☐	144 Scissors	☐			
☐	145 Sewing Machine	☐			
☐	146 Clothes Sorting	☐			
☐	147 Washing Machine	☐			

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: Anthony Dogood

Trainer(s): T.Z.

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	148 Dryer I	☐			
☐	149 Dryer II	☐			
☐	150 Clothesline	☐			
☐	151 Clothes Removal	☐			
☐	152 Clothes Folding	☐			
☐	153 Shirt Hangers	☐			
☐	154 Clothes Dresser	☐			
☐	155 Ironing Board	☐			
☐	156 Electric Iron	☐			
☐	157 Ironing Board Storage	☐			
☐	158 Child Bathing	☐			
☐	159 Diapers I	☐			
☐	160 Diapers II	☐			
☐	161 Child Dressing	☐			
☐	162 Hair Comb	☐			
☐	163 Child Feeding	☐			
☐	164 Playpen I	☐			
☐	165 Playpen II	☐			
☐	166 Playground	☐			
☐	167 Injury	☐			
☐	168 Numbers	☐			

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: Anthony Dogood

Trainer(s): T.Z.

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐ 169	Picture Groups I	☐			
☐ 170	Picture Groups II	☐			
☐ 171	Numbers Written I	☐			
☐ 172	Numbers Written II	☐			
☐ 173	Flash Cards - Numbers	☐			
☐ 174	Addition I	☐			
☐ 175	Addition II	☐			
☐ 176	Addition III	☐			
☐ 177	Subtraction I	☐			
☐ 178	Subtraction II	☐			
☐ 179	Subtraction III	☐			
■ 180	Multiplication I	☐			
■ 181	Multiplication II	☐			
■ 182	Division I	☐			
■ 183	Division II	☐			
☐ 184	Money	☐			
■ 185	Change	☐			
☐ 186	Alphabet	☐			
☐ 187	Flash Cards - Alphabet	☐			
☐ 188	Alphabet Written I	☐			
☐ 189	Alphabet Written II	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐ 190	Name and Address	☐			
☐ 191	Signs I	☐			
☐ 192	Signs II	☐			
☐ 193	Alphabetizing	☐			
☐ 194	Clock	☐			
☐		☐			
☐		☐			
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The Skill Summary Chart

The Skill Summary Chart is to be used as an overall record of all skill objectives achieved by the client in all seven categories. The skills mastered by the client in initial assessment and in training, as well as the date the skill was demonstrated or completed are entered on the Skill Summary Chart. As you can see from Anthony's Skill Summary Chart, to date, he has mastered skills 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, 30, 31, 34, 40, 45, 49, and 50 in the prevocational area. He will have a chance to master more skills as the prevocational training continues. The training staff has has decided that skills 32, 41, 42, 54, 55, I80, I8I, I82, I83, and I85 are not relevant to this client's needs (or the needs of this client group or this job training program) and has deleted these on the Skill Summary Chart, in the summary column.

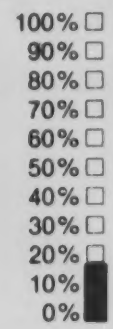
As may be seen from the Skill Summary Chart for Prevocational Skills, some skills such as numbers 1, 2, and 3, were mastered in initial assessment. That is, no training was necessary since Anthony completed them successfully during pretraining assessment. Other skills such as 19, 28, and 30 were not passed in initial assessment and thus required training. The date training was begun and the date training was completed (the skill was mastered) were recorded. The summary column provides a concise view of the skill objectives mastered in either (a) initial assessment or (b) training and so summarizes Anthony's progress to date in Prevocational Skills. Other blank Skill Summary Charts for Job Seeking Skills, Interview Skills, Job Related Skills, Work Performance Skills, On-the-Job Social Skills, and Union-Financial Security Skills are found in their respective chapters, in the Appendices at the end of the book, and in accompanying booklets.

The Skill Objectives Profile

The Skill Objectives Profile (following page) allows for a quick survey of client progress in all seven skill categories. The *percent* of skill objectives that have been mastered in each category is indicated by this profile. By looking at this form, one does not learn *which* specific skill objectives have been accomplished (The Skill Summary Chart is provided for that purpose), but rather one obtains an overall view of total client progress.

The profile is constructed by dividing the number of skill objectives mastered in a category by the total number of skill objectives considered applicable to the client in that category, multiplied by 100. For example, if Anthony has mastered 31 of the Prevocational Skill Objectives and of the 194 objectives in that category only 184 are applicable to the client, the computation and graphic representation is as follows:

$$\frac{\text{Skill Objectives Mastered}}{\text{Total skill objectives considered applicable}} \quad 31/184 \times 100 = 17\%$$

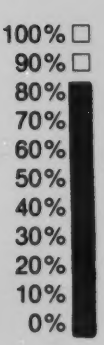


Additional blank Skill Objectives Profile sheets may be found in the Appendix at the end of the book and in accompanying booklets.

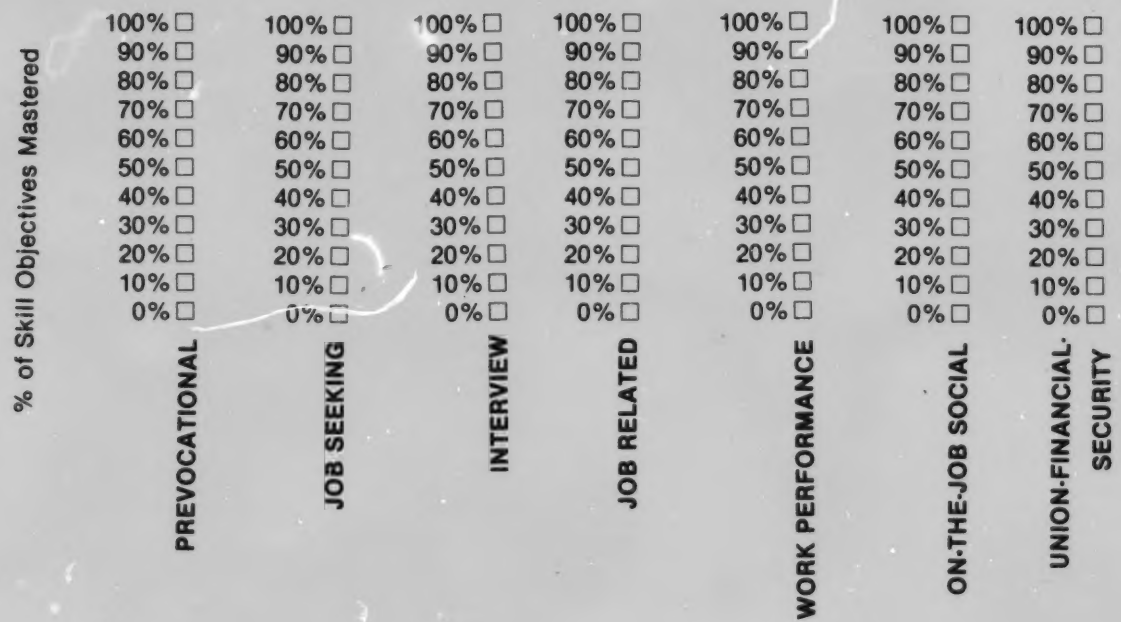
SKILL OBJECTIVES PROFILE

This general profile is constructed by dividing the number of skill objectives mastered in each category by the total number of skill objectives considered applicable in that category, multiplied by 100. For example, if a client had mastered 14 of the On-the-Job Social skill objectives, and only 17 of those objectives are considered applicable, the computation and graphic representation would be as follows:

$$\frac{\text{Skill Objectives Mastered}}{\text{Total Skill Objectives Considered Applicable}} = 14/17 \times 100 = 82\%$$



Trainee _____



ENVELOPE 28

CONDITION:	Given a business envelope with a folded letter inside.
INSTRUCTION:	"Seal the envelope."
BEHAVIOR:	Client will moisten the glued flap of the envelope with tongue, wet sponge, or wet cloth and press the flap in place.
STANDARD:	Behavior within 30 seconds on three of four occasions. The envelope must still be sealed when inspected one minute later.

For this task the instructor or supervisor lays a business envelope with a folded letter inside it on the table in front of Anthony. The instructor tells Anthony, "Seal the envelope." Anthony folds the flap inside the envelope. He does this twice. The instructor records two unsuccessful attempts on the Optional Data Sheet, marks "—" and the date for the INITIAL ASSESSMENT, and records "Date Begun" on the Skill Summary Chart. The instructor works with Anthony a little each day to teach him how to seal envelopes. Within a week Anthony can correctly moisten the glued flap of the envelope with his tongue, wet sponge, or wet cloth, and press the flap in place, all within 30 seconds. He does this on three of four occassions. The instructor then writes the "Date Completed" on the Skill Summary Chart and marks a " + " in the summary column.

Criteria Referenced Rather than Norm Referenced

In general, these examples illustrate one use of this checklist. However, a staff member may delete items without doing violence to any global score of vocational competence. Thus, there is not a norm-referenced "vocational quotient." Rather, the construction and use of these behavior definitions reflect a *criterion referenced* rationale. Does the client or worker emit these skills or not? One may wish to simply count the behaviors accomplished and indicate that Anthony has accomplished 31 skills to this point in time. There is no standardized weighting to indicate, for example, that skill objective number 35 is any more or less valuable than skill objective number 18. And there is little reason to suppose that every behavior will be relevant to every client, trainee, or worker in every setting.

Additional blanks for other vocational skill objectives are provided at the end of each section. These blanks allow for other skill objectives to be written for a given client, training program, or setting. For example, the staff may determine that Anthony needs the separate skill of telling time from a wrist watch with Roman numerals on the dial. They should write this additional skill objective by carefully specifying (a) the condition and instruction, (b) the behavior, and (c) the standard.

Other modifications may need to be considered for trainees with special needs or handicaps. For example, in identifying letters of the alphabet, a blind client would require cards with braille instead of printed letters.

In considering how often a worker or trainee should be assessed, again the recommendation is flexible. Assessment should be made "as often as necessary" to maintain a clear view of the worker's competence. Once the standards for a skill such as sorting nuts and bolts have been met by a client or trainee, resassessment is usually not required. However, for a skill such as arriving at work on time periodic reassessment may be required.

The Vocational Behavior Checklist is designed to provide a flexible and extensive guide to vocational competence and training. Client or trainee skills are the focus. A broad range of vocational or occupational skills are carefully specified so that vocational preparation may be unambiguously assessed and individually planned. The authors would appreciate receiving a copy of any adaptations of current skill objectives or the addition of new ones.

Summary

1. Job trainees should not be retaught skills they already have.

2. Rating scales are generally less objective and involve more clinical judgment than behavior checklists.

3. Skills or vocational behaviors should be carefully defined to include (a) conditions of performance (setting, materials and/or tools), (b) specific behaviors, and (c) standards of performance (criterion of success).

4. One hundred sixty-six behavior checklists that are being used in a wide variety of training programs were examined to determine behaviors considered relevant to successful vocational functioning.

5. The checklists of vocational behaviors in Chapters 2 through 8 were written to allow accurate behavioral assessment of Prevocational Skills, Job Seeking Skills, Interview Skills, Job Related Skills, Work Performance Skills, On-The-Job Social Skills, and Union-Financial-Security Skills.

6. The selection of skills to be assessed may be adjusted to suit the type of training and the individual needs of the worker or trainee.

7. *The Vocational Behavior Checklist* is criterion-referenced (specific behavioral competencies) rather than norm-referenced (scores compared to those of a norm group).

8. In some instances, a single assessment of a skill objective may be sufficient, but in other cases, periodic assessment of client, trainee, or worker skills is desirable.

VBC CHAPTER 2

PREVOCATIONAL SKILLS

PREVOCATIONAL SKILLS

Prevocational training is usually designed to help the least vocationally mature individuals acquire basic skills about the need for work, what a "job" is, and the trainee's own vocational interests and potential. Also, prevocational curricula often include pre-work or generally applicable skills such as folding, molding, sorting, naming tools, functional reading and math, and the like.

Prevocational training includes both verbal and motor skills that relate to the world of work. Some verbal behaviors require a single word or naming response, such as stating "wrench" when the instructor points to a wrench. Other verbal behaviors are more complex requiring explanation of a work concept. Differing motor behaviors are also evident. One skill simply requires folding a piece of paper in half, while another requires sorting and placing two bolts, two nuts, and two washers in each sack.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose.

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, with a blind client, the objective that requires looking at a picture and naming the job illustrated would be deleted (1) as not appropriate. A new skill objective might be added (2) in which the client feels a tool and then names the job in which it is used. For the item in which a client must cut paper with scissors along a straight line, the condition, behavior, and standard might be modified (3) to require cutting along a fold in the paper rather than a line.

Intended use of the prevocational skill objectives is provided by the following illustration.

GLASS PACKING 20

CONDITION:	Given a cardboard carton, newspaper, and ten drinking glasses.
INSTRUCTION:	"Pack the glasses in the carton."
BEHAVIOR:	Client will wrap the glasses in newspaper and pack them in the carton, using crumpled newspaper.
STANDARD:	Behavior within 15 minutes on three of four occasions. Each glass must be completely wrapped in newspaper, and crumpled newspaper should be stuffed in the carton so that the glasses will not move if the carton is tilted.

An INITIAL ASSESSMENT of "—" on the Skill Summary Chart indicates that the instructor presented the carton, glasses, newspaper, and verbal instruction to the client on at least two occasions and that the client failed to meet the standard on at least two attempts. This means that on a minimum of two of the four occasions, the client attempted to pack the glasses in the carton, but when the instructor tilted the carton, the glasses moved. When training for this objective begins, the date is entered under "Date Begun." When the client demonstrates mastery of the skill (on three of four occasions), the date is entered under "Date Completed" on the Skill Summary Chart, and a " + " is entered in the summary column. If the trainee had demonstrated mastery of the skill in initial assessment, the instructor would have marked " + " under "INITIAL ASSESSMENT" and entered the date.

PRE-VOCATIONAL SKILLS INDEX

1. Full-Time Job
2. Part-Time Job
3. Job Identification I
4. Job Identification II
5. Occupations
6. Reasons
7. Color Discrimination I
8. Color Discrimination II
9. Texture Discrimination I
10. Texture Discrimination II
11. Pincer Grasp
12. Nuts and Bolts
13. Nuts and Bolts: Size
14. Color Sorting
15. Size Sorting
16. Shape Sorting
17. Bolt Sorting
18. Nuts, Bolts, Washers
19. Object Packing
20. Glass Packing
21. Taping
22. Lockfolding
23. String
24. Long Fold
25. Short Fold
26. Third Fold
27. Letter
28. Envelope
29. Stamp
30. Pages
31. Stapler
32. Rubber Band
33. Straight Line
34. Curved Line
35. Tools I
36. Tools II
37. Tool Discrimination I
38. Tool Discrimination II
39. Wood Rasp
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41. Miter Box
42. Hack Saw
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44. Claw Hammer I
45. Claw Hammer II
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47. Wrench I
48. Wrench II
49. Ratchet I
50. Ratchet II
51. Brace and Bit
52. Screwdriver
53. Utility Knife
54. Pliers
55. Tin Snips
56. Paint Can
57. Staple Gun
58. Paint Brush
59. Rule
60. Sandpaper
61. Level
62. Square
63. Hand Saw
64. Hack Saw Blade
65. Coping Saw Blade
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67. Socket
68. Staples
69. Tool Cleaning
70. Tool Storage
71. Sandpaper Discrimination I
72. Sandpaper Discrimination II
73. Sandpaper Discrimination III
74. Sandpaper Discriminaiton IV
75. Paint Discrimination I
76. Paint Discrimination II
77. Object Assembly I
78. Object Assembly II
79. Job Product I
80. Job Product II
81. Household Objects
82. Wiping Cloth
83. Bed Sheets
84. Mattress
85. Unmade Bed
86. Broom
87. Mop and Bucket
88. Floor Wax
89. Vacuum Cleaner
90. Dust Rag
91. Bathtub
92. Refrigerator
93. Windows
94. Drapes
95. Grocery List
96. Grocery Store
97. Grocery Bill
98. Food Storage
99. Refrigerator Items
100. Cabinet Items I
101. Cabinet Items II
102. Apron
103. Hot Water
104. Cold Water
105. Stove
106. Matches
107. Teakettle
108. Saucepan
109. Glass Jars
110. Can Opener

111. Bottle Opener
112. Food Wrap
113. Egg
114. Measuring Cup
115. Measuring Spoons
116. Rolling Pin
117. Mixer
118. Rubber Scraper
119. Oven I
120. Oven II
121. Butcher Knife
122. Frying Pan
123. Paring Knife I
124. Paring Knife II
125. Sandwich
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128. Table Preparation
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144. Scissors
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149. Dryer II
150. Clothesline
151. Clothes Removal
152. Clothes Folding
153. Shirt Hangers
154. Clothes Dresser
155. Ironing Board
156. Electric Iron
157. Ironing Board Storage
158. Child Bathing
159. Diapers I
160. Diapers II
161. Child Dressing
162. Hair Comb
163. Child Feeding
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175. Addition II
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180. Multiplication I
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185. Change
186. Alphabet
187. Flash Cards-Alphabet
188. Alphabet Written I
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190. Name and Address
191. Signs I
192. Signs II
193. Alphabetizing
194. Clock

FULL-TIME JOB 1

CONDITION: Given only the verbal instruction.

INSTRUCTION: "What is a full-time job?"

BEHAVIOR: Client will state in his/her own words that a full-time job is paid employment or work for approximately 40 hours per week or five 8-hour days of work per week.

STANDARD: Behavior within one minute on three of four occasions. The concepts of paid work and full-time (approximately 40 hours per week) must be stated.

PART-TIME JOB 2

CONDITION: Given only the verbal instruction.

INSTRUCTION: "What is a part-time job?"

BEHAVIOR: Client will state in his/her own words that a part-time job is paid employment or work for less than 40 hours per week or less than five 8-hour days.

STANDARD: Behavior within one minute on three of four occasions. The concepts of paid work and part-time (less than 40 hours per week) must be stated.

JOB IDENTIFICATION I 3

CONDITION: Given ten pictures of persons working at identifiable jobs placed in a random order.

INSTRUCTION: "Point to the (name of job or occupation)."

BEHAVIOR: Client will point to the picture representing the job or occupation named.

STANDARD: All ten pictures must be pointed to correctly, each within 30 seconds, on three of four occasions.

JOB IDENTIFICATION II 4

CONDITION: Given ten pictures of persons working as identifiable jobs placed in a random order.

INSTRUCTION: "What job or occupation is this (instructor points)?"

BEHAVIOR: Client will name the job or occupation in the picture pointed to.

STANDARD: All ten pictures must be named correctly, each within 30 seconds, on three of four occasions.

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OCCUPATIONS 5

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name ten jobs or occupations that people work at."

BEHAVIOR: Client will name any ten jobs or occupations.

STANDARD: Behavior within two minutes on three of four occasions. Any ten jobs or occupations must be named.

REASONS 6

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Why do people work at a job or occupation?"

BEHAVIOR: Client will state in his/her own words that people work to make money to buy things and to feel good about doing a job well.

STANDARD: Behavior within one minute on three of four occasions. The concepts of earning money to buy things and satisfaction of doing a job well must be stated.

COLOR DISCRIMINATION I 7

CONDITION: Given eight objects, each object colored either red, green, blue, yellow, white, black, brown, or grey, placed in a random order.

INSTRUCTION: "Point to the (name of color) one."

BEHAVIOR: Client will point to the color named.

STANDARD: All eight colors must be pointed to correctly, each within 30 seconds, on three of four occasions.

COLOR DISCRIMINATION II 8

CONDITION: Given eight objects, each object colored either red, green, blue, yellow, white, black brown, or grey, placed on a table in a random order.

INSTRUCTION: "What color is this (point to an object)?"

BEHAVIOR: Client will name the color pointed to.

STANDARD: All eight colors must be named correctly, each within 30 seconds, on three of four occasions.

TEXTURE DISCRIMINATION I 9

CONDITION: Given six objects, each object with a texture of either rough, smooth, wet, dry, hard, or soft, placed in a random order.

INSTRUCTION: "Point to the (name of texture) one."

BEHAVIOR: Client will point to the object with the texture named.

STANDARD: All six textures must be pointed to correctly, each within 30 seconds, on three of four occasions.

TEXTURE DISCRIMINATION II 10

CONDITION: Given six objects, each object with a texture of either rough, smooth, wet, dry, hard, or soft, placed in a random order.

INSTRUCTION: "What texture is this (point to an object)?"

BEHAVIOR: Client will name the texture of the object pointed to.

STANDARD: All six textures must be named correctly, each within 30 seconds, on three of four occasions.

PINCER GRASP 11

CONDITION: Given ten ¼" nuts on a table and a container.

INSTRUCTION: "Put the nuts in the container, picking them up one at a time."

BEHAVIOR: Client will use a *pincer grasp* to put the nuts into the container.

STANDARD: Behavior within one minute on three of four occasions. The nuts must be picked up with a pincer grasp, one at a time.

NUTS AND BOLTS 12

CONDITION: Given ten ¼" nuts and ten ¼" bolts mixed together.

INSTRUCTION: "Put one nut on each bolt."

BEHAVIOR: Client will turn one nut on each bolt.

STANDARD: All ten nuts must be placed on the bolts, one nut to a bolt, each within two minutes, on three of four occasions. The nuts must stay on the bolts when picked up.

NUTS AND BOLTS; SIZE 13

CONDITION: Given ten ¼" nuts, ten ¼" bolts, ten ½" nuts, and ten ½" bolts, mixed together on a table and four containers.

INSTRUCTION: "Sort the nuts and bolts by size into the four containers."

BEHAVIOR: Client will sort the nuts and bolts by size into four containers.

STANDARD: Behavior within five minutes on three of four occasions. The two sizes of nuts must be put into two containers and the two sizes of bolts must be put into the other two containers with no errors.

COLOR SORTING 14

CONDITION: Given ten objects of one color, ten objects of a second color, and ten objects of a third color (all of various shapes and sizes mixed together), and three containers.

INSTRUCTION: "Sort the objects by color into three containers."

BEHAVIOR: Client will sort the objects by color into the three containers.

STANDARD: Behavior within five minutes on three of four occasions. The three different colors must be sorted into the three containers with no errors.

SIZE SORTING 15

CONDITION: Given 15 objects of one size and 15 objects of a second size (all of various shapes and colors mixed together), and two containers.

INSTRUCTION: "Sort the objects by size into the two containers."

BEHAVIOR: Client will sort the objects by size into the two containers.

STANDARD: Behavior within five minutes on three of four occasions. The two different sizes must be sorted into the two containers with no errors.

SHAPE SORTING 16

CONDITION: Given ten objects of one shape, ten objects of a second shape, and ten objects of a third shape (all of various colors and sizes mixed together), and three containers.

INSTRUCTION: "Sort the objects by shape into the three containers."

BEHAVIOR: Client will sort the objects by shape into the three containers.

STANDARD: Behavior within five minutes on three of four occasions. The three different shapes must be sorted into the three containers with no errors.

BOLT SORTING 17

CONDITION: Given ten ½" long bolts, ten ¾" long bolts, ten 1" long bolts mixed together on a table, and three sacks.

INSTRUCTION: "Put five short bolts in one sack, five medium-sized bolts in another sack, and five long bolts in a third sack."

BEHAVIOR: Client will count and place 15 bolts of the lengths indicated in the three different sacks.

STANDARD: Behavior within five minutes on three of four occasions. Five of each length of bolt must be placed in the sacks (only bolts of one length in each sack).

NUTS, BOLTS, WASHERS 18

CONDITION: Given ten ½" bolts, ten ½" washers, ten ½" nuts, mixed together, and five sacks.

INSTRUCTION: "Put two bolts, two washers, and two nuts in each sack."

BEHAVIOR: Client will place two bolts, two washers, and two nuts in each sack.

STANDARD: Behavior within four minutes on three of four occasions. Two bolts, two washers, and two nuts must be in each sack.

OBJECT PACKING 19

CONDITION: Given a minimum of ten similar objects to be placed in a cardboard carton which is divided into the same number of compartments.

INSTRUCTION: "Put one of these into each compartment."

BEHAVIOR: Client will place one object in each compartment.

STANDARD: Behavior within two minutes on three of four occasions. One object must be placed in each compartment of the carton.

GLASS PACKING 20

CONDITION: Given a cardboard carton, newspaper, and ten drinking glasses.

INSTRUCTION: "Pack the glasses in the carton."

BEHAVIOR: Client will wrap the glasses in newspaper and pack them in the carton using crumpled newspaper.

STANDARD: Behavior within 15 minutes on three of four occasions. Each glass must be completely wrapped in newspaper, and crumpled newspaper should be stuffed in the carton so that the glasses will not move if the carton is tilted.

TAPING 21

CONDITION: Given a packed cardboard carton, weighing three pounds or more, and tape.

INSTRUCTION: "Close and tape the carton shut."

BEHAVIOR: Client will close and tape the carton shut.

STANDARD: Behavior within five minutes on three of four occasions. The carton must remain closed when turned upside down and shaken.

LOCKFOLDING 22

CONDITION: Given a cardboard carton with flaps that can be lockfolded at the top.

INSTRUCTION: "Lockfold the top of the carton."

BEHAVIOR: Client will lockfold the top of the carton.

STANDARD: Behavior within two minutes on three of four occasions. The carton must remain closed when the carton is turned upside down.

STRING 23

CONDITION: Given a wrapped package and string or twine.

INSTRUCTION: "Tie the package with string."

BEHAVIOR: Client will tie the package with string.

STANDARD: Behavior within five minutes on three of four occasions. String must be wrapped around the package on all four sides and be tied so that the string is not more than four inches above the package when picked up by the knot.

LONG FOLD 24

CONDITION: Given a sheet of paper 8½" x 11".

INSTRUCTION: "Fold the paper in half, the long way."

BEHAVIOR: Client will fold the paper so that the 11" edges are together.

STANDARD: Behavior within 30 seconds on three of four occasions. The 11" edges must not deviate from each other more than ¼", and the paper must be creased along its entire length.

SHORT FOLD 25

CONDITION: Given a sheet of paper 8½" x 11".

INSTRUCTION: "Fold the paper in half, the short way."

BEHAVIOR: Client will fold the paper so that the 8½" edges are together.

STANDARD: Behavior within 30 seconds on three of four occasions. The 8½" edges must not deviate from each other more than ¼" and the paper must be creased along its entire width.

THIRD FOLD 26

CONDITION: Given a sheet of paper 8½" x 11".

INSTRUCTION: "Fold the paper in thirds so it will fit in a business envelope."

BEHAVIOR: Client will fold the paper in thirds (two folds).

STANDARD: Behavior within one minute on three of four occasions. The paper must be folded only into thirds and must be able to fit into a business envelope so that the flap can be closed.

LETTER 27

CONDITION: Given a typewritten letter on a sheet of paper 8½" x 11", and a business envelope.

INSTRUCTION: "Fold the letter and put it in the envelope."

BEHAVIOR: Client will fold the paper into thirds and put it in the envelope.

STANDARD: Behavior within one minute on three of four occasions. The top third of the letter must be folded over the bottom third, so that the contents of the letter are not visible. The folded letter must fit into the business envelope so that the flap can be closed and must be placed in the envelope so that when removed and opened, the letter is in the proper position to be read.

ENVELOPE 28

CONDITION: Given a business envelope with a folded letter inside.

INSTRUCTION: "Seal the envelope."

BEHAVIOR: Client will moisten the glued flap of the envelope with tongue, wet sponge, or wet cloth and press the flap in place.

STANDARD: Behavior within 30 seconds on three of four occasions. The envelope must still be sealed when inspected one minute later.

STAMP 29

CONDITION: Given a postage stamp and a sealed, addressed business envelope.

INSTRUCTION: "Put the stamp on the envelope."

BEHAVIOR: Client will moisten the glued side of the stamp with tongue, wet sponge, or wet cloth and press the stamp in place.

STANDARD: Behavior within 30 seconds on three of four occasions. The stamp must be within ½" of the upper-right corner of the envelope and must stay on when the envelope is shaken upside down.

PAGES 30

CONDITION: Given four different typewritten pages 8½" x 11" (numbered 1, 2, 3, and 4) with five copies of each page in four different stacks.

INSTRUCTION: "Collate the pages."

BEHAVIOR: Client will collate the five copies (with four pages in each).

STANDARD: Behavior within two minutes on three of four occasions. There must be five copies, each containing the four different pages in correct order.

STAPLER 31

CONDITION: Given five, four-page booklets 8½" x 11" on a table, collated but not stapled, and an office stapler containing staples.

INSTRUCTION: "Staple the booklets here." (Instructor points to the upper left corner).

BEHAVIOR: Client will staple the booklets with a single staple in the upper left corner of each booklet.

STANDARD: Behavior within two minutes on three of four occasions. Each staple must be within one inch of the upper left corner and the booklet must not fall apart when picked up by one page.

RUBBER BANDS 32

CONDITION: Given a deck of 50 3" x 5" index cards and assorted rubber bands in a box.

INSTRUCTION: Put a rubber band around these cards, so they don't fall apart.

BEHAVIOR: Client will put a rubber band around the cards.

STANDARD: Behavior within 30 seconds on three of four occasions. The deck must not fall apart when picked up by one card.

STRAIGHT LINE 33

CONDITION: Given scissors or a knife and a piece of material (that can be cut by either) with a straight line 10" long drawn on it.

INSTRUCTION: "Cut along the straight line."

BEHAVIOR: Client will use either the scissors or knife to cut the material along the straight line.

STANDARD: Behavior within two minutes on three of four occasions. The cut must not deviate from the line by more than ¼".

CURVED LINE 34

CONDITION: Given scissors or a knife and a piece of material (that can be cut by either) with a curved line 10" long drawn on it.

INSTRUCTION: "Cut along the curved line."

BEHAVIOR: Client will use either the scissors or knife to cut the material along the curved line.

STANDARD: Behavior within two minutes on three of four occasions. The cut must not deviate from the line by more than ¼".

TOOLS I 35

CONDITION: Given a wood rasp, coping saw, miter box, hack saw, carpenter's hand saw, wood plane, claw hammer, screwdriver, "C" clamp, open end wrench, brace and bit, utility knife, pliers, tin snips, staple gun, paint brush, carpenter's rule, sandpaper, level, square, and ratchet and socket, placed in a random order.

INSTRUCTION: "Point to the (name of tool)."

BEHAVIOR: Client will point to the tool named.

STANDARD: All 21 tools must be pointed to correctly, each within 30 seconds, on three of four occasions.

TOOLS II 36

CONDITION: Given a wood rasp, coping saw, miter box, hack saw, carpenter's hand saw, wood plane, claw hammer, screwdriver, "C" clamp, open end wrench, brace and bit, utility knife, pliers, tin snips, staple gun, paint brush, carpenter's rule, sandpaper, level, square, and ratchet and socket, placed in a random order.

INSTRUCTION: "What tool is this (point to a tool)?"

BEHAVIOR: Client will name the tool pointed to.

STANDARD: All 21 tools must be named correctly, each within 30 seconds, on three of four occasions.

TOOL DISCRIMINATION I 37

CONDITION: Given a wood rasp, coping saw, miter box, hack saw, carpenter's hand saw, wood plane, claw hammer, screwdriver, "C" clamp, open end wrench, brace and bit, utility knife, pliers, tin snips, staple gun, paint brush, carpenter's rule, sandpaper, level, square, and ratchet and socket, placed in a random order.

INSTRUCTION: "Point to the tool which (a) files wood; (b) saws curves in wood; (c) saws metal; (d) saws wood; (e) saws angles in wood; (f) shaves wood smooth; (g) drives or pulls nails; (h) clamps wood together; (i) tightens or loosens a nut; (j) ratchets to tighten or loosen a nut; (k) drills holes; (l) drives screws; (m) cuts cardboard; (n) twists wires; (o) cuts sheet metal; (p) staples wood; (q) applies paint; (r) measures; (s) smooths wood; (t) levels objects; (u) measures right angles."

BEHAVIOR: Client will point to: (a) wood rasp; (b) coping saw; (c) hack saw; (d) carpenter's hand saw; (e) miter box; (f) wood plane; (g) claw hammer; (h) "C" clamp; (i) open end wrench; (j) ratchet and socket; (k) brace and bit; (l) screwdriver; (m) utility knife; (n) pliers; (o) tin snips; (p) staple gun; (q) paint brush; (r) carpenter's rule; (s) sandpaper; (t) level; (u) square.

STANDARD: All 21 tools must be pointed to correctly, each within 30 seconds, on three of four occasions.

TOOL DISCRIMINATION II 38

CONDITION: Given only the verbal instructions (no tools within view of the client).

INSTRUCTION: "Which tool (a) files wood; (b) saws curves in wood; (c) saws metal; (d) saws wood; (e) saws angles in wood; (f) shaves wood smooth; (g) drives or pulls nails; (h) clamps wood together; (i) tightens or loosens a nut; (j) ratchets to tighten or loosen a nut; (k) drills holes; (l) drives screws; (m) cuts cardboard; (n) twists wires; (o) cuts sheet metal; (p) staples wood; (q) applies paint; (r) measures; (s) smooths wood; (t) levels objects; (u) measures right angles?" (These questions are to be asked in a random order.)

BEHAVIOR: Client will name the: (a) wood rasp; (b) coping saw; (c) hack saw; (d) carpenter's hand saw; (e) miter box; (f) wood plane; (g) claw hammer; (h) "C" clamp; (i) open end wrench; (j) ratchet and socket; (k) brace and bit; (l) screwdriver; (m) utility knife; (n) pliers; (o) tin snips; (p) staple gun; (q) paint brush; (r) carpenter's rule; (s) sandpaper; (t) level; (u) square.

STANDARD: All 21 tools must be named correctly, each within 30 seconds, on three of four occasions.

WOOD RASP 39

CONDITION: Given a wood rasp and a piece of wood 2" x 4" x 8" or larger.

INSTRUCTION: "File down all of the edges of the wood."

BEHAVIOR: Client will file all 12 edges of the wood.

STANDARD: Behavior within ten minutes on three of four occasions. All edges must be rounded to a minimum depth of l/8".

COPING SAW 40

CONDITION: Given a coping saw and a piece of wood ¼" x 8" x 8" or larger, with a curved line 5" long drawn on it.

INSTRUCTION: "Cut along the curved line."

BEHAVIOR: Client will use the coping saw to cut along the curved line.

STANDARD: Behavior within ten minutes on three of four occasions. The cut must not deviate from the line by more than ½".

MITER BOX 41

CONDITION: Given a miter box, saw, and a piece of wood 2" x 2" x 12" or larger.

INSTRUCTION: "Cut the wood at a 45° angle."

BEHAVIOR: Client will cut the wood at a 45° angle.

STANDARD: Behavior within five minutes on three of four occasions. The wood must be cut completely through at a 45° angle within 5°.

HACK SAW 42

CONDITION: Given a hack saw and a piece of aluminum, sheet metal, or a thin metal rod of no more than ¼" diameter.

INSTRUCTION: "Cut the metal."

BEHAVIOR: Client will cut the metal.

STANDARD: Behavior within five minutes on three of four occasions. The metal must be cut completely through.

WOOD PLANE 43

CONDITION: Given a wood plane and piece of wood 1" x 4" x 12" or larger.

INSTRUCTION: "Plane the wood along the edge."

BEHAVIOR: Client will move the plane along the edge of the wood with the grain.

STANDARD: Behavior within five minutes on three of four occasions. At least 5 shavings of wood must be made.

CLAW HAMMER I 44

CONDITION: Given a claw hammer and two 4-penny common nails which are nailed ½" into a piece of soft wood 4" x 4" x 12" or larger.

INSTRUCTION: "Pull the nails out of the wood."

BEHAVIOR: Client will use the claw to pull out both nails.

STANDARD: Behavior within two minutes on three of four occasions. The nails must come completely out of the wood.

CLAW HAMMER II 45

CONDITION: Given a claw hammer, four 4-penny common nails, and a piece of soft wood 4" x 4" x 12" or larger.

INSTRUCTION: "Drive the nails into the wood."

BEHAVIOR: Client will drive the nails into the wood.

STANDARD: Behavior within two minutes on three of four occasions. The nail heads must be flush with the surface of the wood.

VISE 46

CONDITION: Given a vise or "C" clamp and two pieces of wood, each 1" x 2" x 8" or larger.

INSTRUCTION: "Clamp the two pieces of wood together."

BEHAVIOR: Client will clamp the pieces of wood together.

STANDARD: Behavior within two minutes on three of four occasions. The pieces of wood must be held together by the vise or clamp.

WRENCH I 47

CONDITION: Given a ½" open-end wrench and a ½" nut screwed on a bolt (tight enough to prevent removal by hand) which is held securely in a vise or piece of wood.

INSTRUCTION: "Take the nut off the bolt."

BEHAVIOR: Client will use the wrench to take the nut off the bolt.

STANDARD: Behavior within two minutes on three of four occasions. The nut must be completely removed from the bolt.

WRENCH II 48

CONDITION: Given a ½" open-end wrench, a ½" nut (not on a bolt), and a bolt which is held securely in a vise or piece of wood.

INSTRUCTION: "Put the nut on the bolt."

BEHAVIOR: Client will use the wrench to put the nut on the bolt.

STANDARD: Behavior within two minutes on three of four occasions. The nut must be tightened sufficiently to prevent removal by hand.

RATCHET I 49

CONDITION: Given a ratchet, a ½" socket attached to the ratchet, and a ½" nut screwed on a ½" bolt (tight enough to prevent removal by hand) which is held securely by a vise or piece of wood.

INSTRUCTION: "Take the nut off the bolt."

BEHAVIOR: Client will use the ratchet and socket to remove the nut from the bolt.

STANDARD: Behavior within two minutes on three of four occasions. The nut must be completely removed from the bolt.

RATCHET II 50

CONDITION: Given a ratchet, a ½" socket attached to the ratchet, a ½" nut (not on a bolt), and a ½" bolt which is held securely by a vise or piece of wood.

INSTRUCTION: "Put the nut on the bolt."

BEHAVIOR: Client will use the ratchet and socket to put the nut on the bolt.

STANDARD: Behavior within two minutes on three of four occasions. The nut must be tightened sufficiently to prevent removal by hand.

BRACE AND BIT 51

CONDITION: Given a brace, a ½" bit attached to the brace, and a piece of soft wood 1" x 4" x 8" or larger.

INSTRUCTION: "Drill a hole through the wood."

BEHAVIOR: Client will use the brace and bit to drill a hole through the wood.

STANDARD: Behavior within five minutes on three of four occasions. The hole must be completely through the wood.

SCREWDRIVER 52

CONDITION: Given a regular screwdriver, a ½" wood screw, and a pre-drilled ½" hole in a piece of soft wood.

INSTRUCTION: "Drive the screw into the wood."

BEHAVIOR: Client will use the screwdriver to drive the screw into the wood.

STANDARD: Behavior within two minutes on three of four occasions. The screw must be driven flush into the wood.

UTILITY KNIFE 53

CONDITION: Given a utility knife and a sealed cardboard carton 1 foot square or larger.

INSTRUCTION: "Cut the top off the carton."

BEHAVIOR: Client will use the utility knife to cut the top off the carton.

STANDARD: Behavior within two minutes on three of four occasions. The top must be cut completely off the carton, not deviating from the top by more than 2".

PLIERS 54

CONDITION: Given pliers and two malleable wires 6" or longer.

INSTRUCTION: "Twist the ends of the wires together."

BEHAVIOR: Client will use the pliers to twist the ends of the wires together.

STANDARD: Behavior within two minutes on three of four occasions. The wires must be twisted no more than 3" from their ends and they must not separate.

TIN SNIPS 55

CONDITION: Given straight cutter tin snips and a piece of light sheet metal with a straight line 6" long drawn on it.

INSTRUCTION: "Cut along the straight line."

BEHAVIOR: Client will use the tin snips to cut the sheet metal along the straight line.

STANDARD: Behavior within two minutes on three of four occasions. The cut must not deviate from the line by more than ¼".

PAINT CAN 56

CONDITION: Given a screwdriver and an unopened can of paint.

INSTRUCTION: "Take the lid off the can of paint."

BEHAVIOR: Client will use the screwdriver to pry the lid off the can of paint.

STANDARD: Behavior within two minutes on three of four occasions. The lid must be completely removed.

STAPLE GUN 57

CONDITION: Given a loaded staple gun, a piece of cardboard, and a piece of soft wood.

INSTRUCTION: "Staple the cardboard to the wood."

BEHAVIOR: Client will use the staple gun to staple the cardboard to the wood.

STANDARD: Behavior within two minutes on three of four occasions. The cardboard and wood must not separate when picked up by the cardboard.

PAINT BRUSH 58

CONDITION: Given paint, a paint brush 2" wide, and a surface 2 feet square or larger.

INSTRUCTION: "Paint this surface."

BEHAVIOR: Client will use the paint brush and paint to paint the surface.

STANDARD: Behavior within five minutes on three of four occasions. The area must be completely covered with paint.

RULE 59

CONDITION: Given a carpenter's rule, a pencil, and a piece of wood 3 feet or longer.

INSTRUCTION: "Put a mark (specify a length from 8" to 24") from the end of the wood."

BEHAVIOR: Client will use the ruler and pencil to measure and mark the specified length.

STANDARD: Behavior within two minutes on three of four occasions. The mark on the wood must be within ½" of the specified length.

SANDPAPER 60

CONDITION: Given a sheet of sandpaper and a rough, unsanded piece of soft wood 2" x 4" x 8".

INSTRUCTION: "Sand the wood smooth."

BEHAVIOR: Client will use the sandpaper to sand the wood smooth.

STANDARD: Behavior within ten minutes on three of four occasions. The wood must be smooth enough that a piece of cloth does not catch when rubbbed across it.

LEVEL 61

CONDITION: Given a level and a board in a vise.

INSTRUCTION: "Level the board."

BEHAVIOR: Client will use the level to level the board.

STANDARD: Behavior within two minutes on three of four occasions. The bubble in the level must be between the two lines.

SQUARE 62

CONDITION: Given a square, a pencil, and piece of wood 2" x 4" x 12" or larger.

INSTRUCTION: "Mark a 90° line across the wood."

BEHAVIOR: Client will use the square and pencil to mark a 90° line across the wood.

STANDARD: Behavior within two minutes on three of four occasions. The line must be perpendicular (90°) to the edge of the wood within 5°.

HAND SAW 63

CONDITION: Given a carpenter's hand saw and a piece of wood 2" x 4" x 12" or larger.

INSTRUCTION: "Saw the wood into two pieces."

BEHAVIOR: Client will use the hand saw to saw the wood into two pieces.

STANDARD: Behavior within two minutes on three of four occasions. The wood must be sawed into two separate pieces.

HACK SAW BLADE 64

CONDITION: Given a hack saw and a blade.

INSTRUCTION: "Put the blade in the hack saw."

BEHAVIOR: Client will attach the blade to the hack saw.

STANDARD: Behavior within two minutes on three of four occasions. The blade must be attached to the hack saw so that it will cut metal.

COPING SAW BLADE 65

CONDITION: Given a coping saw and a blade.

INSTRUCTION: "Put the blade in the coping saw."

BEHAVIOR: Client will attach the blade to the coping saw.

STANDARD: Behavior within two minutes on three of four occasions. The blade must be attached to the coping saw so that it will cut wood.

BIT 66

CONDITION: Given a brace and bit.

INSTRUCTION: "Put the bit in the brace."

BEHAVIOR. Client will insert the bit into the chuck of the brace and tighten it.

STANDARD: Behavior within two minutes on three of four occasions. The bit must be inserted and tightened into the chuck of the brace so that it will drill wood.

SOCKET 67

CONDITION: Given a ratchet and a socket.

INSTRUCTION: "Put the socket on the ratchet."

BEHAVIOR: Client will attach the socket to the ratchet.

STANDARD: Behavior within one minute on three of four occasions. The socket must be attached to the ratchet correctly so that it will turn a nut.

STAPLES 68

CONDITION: Given an empty staple gun and staples.

INSTRUCTION: "Load the staple gun."

BEHAVIOR: Client will put staples in the staple gun.

STANDARD: Behavior within two minutes on three of four occasions. The staple gun must be filled so that it will staple.

TOOL CLEANING 69

CONDITION: Given five tools (to be cleaned) and a lightly oiled rag.

INSTRUCTION: "Clean these tools."

BEHAVIOR: Client will use the rag to wipe each tool clean.

STANDARD: All five tools must have all dirt removed and oil lightly covering all metal surfaces, each within two minutes, on three of four occasions.

TOOL STORAGE 70

CONDITION: Given five tools and a specific storage place for each.

INSTRUCTION: "Put these tools away."

BEHAVIOR: Client will put the tools in their storage places.

STANDARD: All five tools must be put in their proper storage places, each within two minutes, on three of four occasions.

SANDPAPER DISCRIMINATION I 71

CONDITION: Given water-use sandpaper, wood-use sandpaper, and emery paper placed in a random order.

INSTRUCTION: "Point to the (type of sandpaper)."

BEHAVIOR: Client will point to the type of sandpaper named.

STANDARD: All three types of sandpaper must be pointed to correctly, each within 30 seconds, on three of four occasions.

SANDPAPER DISCRIMINATION II 72

CONDITION: Given water-use sandpaper, wood-use sandpaper, and emery paper placed in a random order.

INSTRUCTION: "What type of sandpaper is this (point to a type of sandpaper)?"

BEHAVIOR: Client will name the type of sandpaper pointed to.

STANDARD: All three types of sandpaper must be named correctly, each within 30 seconds, on three of four occasions.

SANDPAPER DISCRIMINATION III 73

CONDITION: Given No. 220 sandpaper, No. 260 sandpaper, and No. 300 sandpaper, placed in a random order.

INSTRUCTION: "Point to the (numbered sandpaper)."

BEHAVIOR: Client will point to the numbered sandpaper named.

STANDARD: All three different sandpapers must be pointed to correctly, each within 30 seconds, on three of four occasions.

SANDPAPER DISCRIMINATION IV 74

CONDITION: Given No. 220 sandpaper, No. 260 sandpaper, and No. 300 sandpaper, placed in a random order.

INSTRUCTION: "What number of sandpaper is this (point to a specific sandpaper)?"

BEHAVIOR: Client will name the numbered sandpaper pointed to.

STANDARD: All three numbered sandpapers must be named correctly, each within 30 seconds, on three of four occasions.

PAINT DISCRIMINATION I 75

CONDITION: Given one can of water (latex) base paint and one can of oil base paint, placed in a random order.

INSTRUCTION: "Point to the (type of paint)."

BEHAVIOR: Client will point to the type of paint named.

STANDARD: Both types of paint must be pointed to correctly, each within 30 seconds, on three of four occasions.

PAINT DISCRIMINATION II 76

CONDITION: Given one can of water (latex) base paint and one can of oil base paint, placed in a random order.

INSTRUCTION: "What type of paint is this (point to a type of paint)?"

BEHAVIOR: Client will name the type of paint pointed to.

STANDARD: Both types of paint must be named correctly, each within 30 seconds, on three of four occasions.

OBJECT ASSEMBLY I 77

CONDITION: Given two identical multi-part objects, one assembled correctly and one assembled incorrectly, placed in a random order.

INSTRUCTION: "Point to the (name of object) that is put together (right or wrong)."

BEHAVIOR: Client will point to the object that is assembled as stated.

STANDARD: Both objects must be pointed to correctly, each within 30 seconds, on three of four occasions.

OBJECT ASSEMBLY II 78

CONDITION: Given two identical multi-part objects, one assembled correctly and one assembled incorrectly, placed in a random order.

INSTRUCTION: "Is this (name of object) put together right or wrong (point to one of the objects)?"

BEHAVIOR: Client will describe the object pointed to as "right" or wrong."

STANDARD: Both assemblies must be described correctly as "right" or "wrong," each within 30 seconds, on three of four occasions.

JOB PRODUCT I 79

CONDITION: Given two identical products of a job, one completed correctly and one completed incorrectly.

INSTRUCTION: "Point to the (name of product) that is done (right or wrong)."

BEHAVIOR: Client will point to the product that is completed as described.

STANDARD: Both products must be pointed to correctly, each within 30 seconds, on three of four occasions.

JOB PRODUCT II 80

CONDITION: Given two identical products of a job, one completed correctly and one completed incorrectly.

INSTRUCTION: "Is this (name of product) done right or wrong (point to one of the products)?"

BEHAVIOR: Client will describe the product pointed to as "right" or "wrong."

STANDARD: Both products must be described correctly as "right" or "wrong", each within 30 seconds, on three of four occasions.

HOUSEHOLD OBJECTS 81

CONDITION: Given ten common household objects (e.g., lamp, broom, glass, bucket, throw rug, etc.) placed on the floor, and a table in the same room.

INSTRUCTION: "Pick up the things on the floor and put them on the table."

BEHAVIOR: Client will pick up all ten objects and put them on the table.

STANDARD: Behavior within three minutes on three of four occasions. All ten objects must be placed on the table.

WIPING CLOTH 82

CONDITION: Given ½ cup of liquid spilled on the top of a table and a wiping cloth.

INSTRUCTION: "Wipe it up."

BEHAVIOR: Client will use the cloth to wipe up the spill.

STANDARD: Behavior within one minute on three of four occasions. The table surface must be dry.

BED SHEETS 83

CONDITION: Given a properly made bed with two sheets on it.

INSTRUCTION: "Take the sheets off the bed."

BEHAVIOR: Client will take the sheets off the bed.

STANDARD: Behavior within five minutes on three of four occasions. The sheets must be completely removed from the bed.

MATTRESS 84

CONDITION: Given a single bed with a mattress.

INSTRUCTION: "Turn the mattress over."

BEHAVIOR: Client will lift the mattress and turn it over.

STANDARD: Behavior within two minutes on three of four occasions. The side of the mattress which was on top must now be on the bottom.

UNMADE BED 85

CONDITION: Given an unmade bed and two folded sheets.

INSTRUCTION: "Make the bed."

BEHAVIOR: Client will put one sheet on the bed as the bottom sheet and the second sheet on top.

STANDARD: Behavior within ten minutes on three of four occasions. Each corner of the bottom sheet must be tucked under each corner of the mattress. The top sheet must have two corners at the "foot" of the bed tucked under the two corners of the mattress. The other two sheet corners must be pulled up to lay directly on top of the two corners of the mattress at the "head" of the bed.

BROOM 86

CONDITION: Given a broom, a dust pan, and a room 9' x 11' or larger.

INSTRUCTION: "Sweep the floor."

BEHAVIOR: Client will use the broom to sweep the floor.

STANDARD: Behavior within ten minutes on three of four occasions. No loose dirt or dust must be visible.

MOP AND BUCKET 87

CONDITION: Given a mop, a mop bucket, water, cleanser, and a room 9' x 11' or larger.

INSTRUCTION: "Mop the floor."

BEHAVIOR: Client will mix the water and cleanser in the bucket and mop the floor.

STANDARD: Behavior within 30 minutes on three of four occasions. The entire floor must be wet and no dirt marks must be visible.

FLOOR WAX 88

CONDITION: Given a mop, floor wax, and a room 9' x 11' or larger.

INSTRUCTION: "Wax the floor."

BEHAVIOR: Client will use the mop to wax the entire floor.

STANDARD: Behavior within 30 minutes on three of four occasions. The entire surface of the floor must be covered by wax.

VBC 47

VACUUM CLEANER 89

CONDITION: Given a vacuum cleaner and a room (carpeted or uncarpeted) 9' x 11' or larger.

INSTRUCTION: "Vacuum the floor."

BEHAVIOR: Client will use the vacuum cleaner to vacuum the floor.

STANDARD: Behavior within ten minutes on three of four occasions. No dirt must be visible.

DUST RAG 90

CONDITION: Given a dust rag and ten different pieces of furniture, including tables, chairs, and shelves.

INSTRUCTION: "Dust the furniture."

BEHAVIOR: Client will use the dust rag to dust each piece of furniture.

STANDARD: Behavior within ten minutes on three of four occasions. No dust must be visible.

BATHTUB 91

CONDITION: Given a bathtub, cleanser, and a sponge.

INSTRUCTION: "Clean the bathtub."

BEHAVIOR: Client will use the cleanser and sponge to clean the bathtub.

STANDARD: Behavior within ten minutes on three of four occasions. No dirt must be visible.

REFRIGERATOR 92

CONDITION: Given a refrigerator and cleaning utensils.

INSTRUCTION: "Defrost and clean the refrigerator."

BEHAVIOR: Client will unplug the refrigerator, use the cleaning utensils to clean the door, top, sides, and inside of the refrigerator, and defrost the freezer compartment.

STANDARD: Behavior within 2 hours on three of four occasions. No dirt must be visible, and there must be no frost in the freezer compartment.

WINDOWS 93

CONDITION: Given two windows, 2' x 3' or larger and cleaning utensils.

INSTRUCTION: "Clean the windows."

BEHAVIOR: Client will use the cleaning utensils to clean the windows.

STANDARD: Behavior within twenty minutes on three of four occasions. No dirt or streaks must be visible on either side of the windows.

DRAPES 94

CONDITION: Given a mounted curtain rod 5' long, with 10 or more curtain hooks, and a drape 5' wide.

INSTRUCTION: "Hang the drape."

BEHAVIOR: Client will hang the drape, placing one curtain hook in each pleat.

STANDARD: Behavior in five minutes on three of four occasions. The drape must be hung correctly.

GROCERY LIST 95

CONDITION: Given a list of ten different foods, five of which are in the kitchen.

INSTRUCTION: "Make a list of the other foods you need."

BEHAVIOR: Client will write down or name the five foods which are not in the kitchen.

STANDARD: Behavior within five minutes on three of four occasions. Each of the five foods that are not in the kitchen must be written or named.

GROCERY STORE 96

CONDITION: Given a grocery store, a list of ten different foods to be purchased, and a grocery cart.

INSTRUCTION: "Find these foods and put them in the cart."

BEHAVIOR: Client will locate the different foods and place them in the cart.

STANDARD: Behavior within 30 minutes on three of four occasions. All ten foods must be placed in the cart.

GROCERY BILL 97

CONDITION: Given ten foods (total cost less than $20) placed on a checkout counter and $20 in cash.

INSTRUCTION: "Pay for the food."

BEHAVIOR: Client will give the money to the cashier to pay for the food and receive the correct change.

STANDARD: Behavior within ten minutes on three of four occasions. Sufficient money must be given to the cashier to pay for the foods and the client must state whether or not he/she has received the correct change.

FOOD STORAGE 98

CONDITION: Given 12 different foods just purchased at the grocery store, four which belong in the refrigerator, four which belong in the freezer, and four which belong in kitchen cabinets.

INSTRUCTION: "Put the food away."

BEHAVIOR: Client will put the food in the correct places.

STANDARD: Behavior within ten minutes on three of four occasions. The foods must be put in the correct places.

REFRIGERATOR ITEMS 99

CONDITION: Given a refrigerator containing ten or more items and a table.

INSTRUCTION: "Take ten things out of the refrigerator and put them on the table."

BEHAVIOR: Client will remove ten items and place them on the table.

STANDARD: Behavior within two minutes on three of four occasions. None of the items must be dropped.

CABINET ITEMS I 100

CONDITION: Given a kitchen cabinet which is under a counter, containing three or more items, and a table.

INSTRUCTION: "Take three things out of the cabinet and put them on the table."

BEHAVIOR: Client will remove three items and place them on the table.

STANDARD: Behavior within two minutes on three of four occasions. None of the items must be dropped.

CABINET ITEMS II 101

CONDITION: Given a kitchen cabinet which is above a counter, containing three or more items, and a table.

INSTRUCTION: "Take three things out of the cabinet and put them on the table."

BEHAVIOR: Client will remove three items and place them on the table.

STANDARD: Behavior within two minutes on three of four occasions. None of the items must be dropped.

APRON 102

CONDITION: Given a full-length apron.

INSTRUCTION: "Put on the apron."

BEHAVIOR: Client will pick up the apron, place it over the head, and tie the strings.

STANDARD: Behavior within one minute on three of four occasions. The apron must be worn correctly.

HOT WATER 103

CONDITION: Given a sink with hot and cold faucets.

INSTRUCTION: "Turn on the hot water."

BEHAVIOR: Client will turn on the hot water.

STANDARD: Behavior within ten seconds on three of four occasions. Hot water must come out of the faucet.

COLD WATER 104

CONDITION: Given a sink with hot and cold faucets.

INSTRUCTION: "Turn on the cold water."

BEHAVIOR: Client will turn on the cold water.

STANDARD: Behavior within ten seconds on three of four occasions. Cold water must come out of the faucet.

STOVE 105

CONDITION: Given a gas or electric stove.

INSTRUCTION: "Turn on one of the stove burners."

BEHAVIOR: Client will turn on one of the burners.

STANDARD: Behavior within 30 seconds on three of four occasions. A flame must appear or the burner must become hot.

MATCHES 106

CONDITION: Given a book of matches.

INSTRUCTION: "Light a match and then put it out."

BEHAVIOR: Client will open the book, take out one match, close the book cover, light the match, and then put it out.

STANDARD: Behavior within one minute on three of four occasions. Only one match must be lighted and it must be extinguished without burning the client.

TEAKETTLE 107

CONDITION: Given a teakettle, containing hot water, and a coffee cup.

INSTRUCTION: "Fill the cup with water."

BEHAVIOR: Client will pick up the teakettle and pout water from it into the cup.

STANDARD: Behavior within 30 seconds on three of four occasions. No water must be spilled, and the cup must be filled to within ½" of the top.

SAUCEPAN 108

CONDITION: Given a 9" saucepan in a sink and a stove.

INSTRUCTION: "Fill the pan with water and put it on the stove."

BEHAVIOR: Client will turn on the water, fill the pan, turn off the water, and place the pan on one of the burners.

STANDARD: Behavior within two minutes on three of four occasions. The pan must be filled to within 1" of the top, and no water must be spilled.

GLASS JARS 109

CONDITION: Given three glass jars with the lids screwed on.

INSTRUCTION: "Take the lids off the jars."

BEHAVIOR: Client will unscrew and remove each lid.

STANDARD: All three lids must be completely removed, each within 30 seconds, on three of four occasions.

CAN OPENER 110

CONDITION: Given an unopened can and a punch-type can opener.

INSTRUCTION: "Open the can."

BEHAVIOR: Client will use the can opener to punch two holes in one end of the can.

STANDARD: Behavior within 30 seconds on three of four occasions. The holes must be on the same end of the can and on opposite sides of that end.

BOTTLE OPENER 111

CONDITION: Given an unopened bottle (which cannot be opened by hand) and a bottle opener.

INSTRUCTION: "Open the bottle."

BEHAVIOR: Client will use the bottle opener to take the top off the bottle.

STANDARD: Behavior within 30 seconds on three of four occasions. The top must be completely removed.

FOOD WRAP 112

CONDITION: Given some food wrapped in aluminum foil or plastic wrap.

INSTRUCTION: "Unwrap the food."

BEHAVIOR: Client will remove the wrapping from the food.

STANDARD: Behavior within two minutes on three of four occasions. No piece of foil or plastic must remain on the food.

EGG 113

CONDITION: Given one fresh egg and a frying pan.

INSTRUCTION: "Crack the egg and break it into the pan."

BEHAVIOR: Client will crack the egg and break it into the frying pan.

STANDARD: Behavior within one minute on three of four occasions. The egg yolk must remain in one piece, and there must be no pieces of egg shell in the egg.

MEASURING CUP 114

CONDITION: Given a measuring cup, an empty bowl, and three cups of white flour (or liquid).

INSTRUCTION: "Measure out (¼ cup, 2/3 cup, ¾ cup, one cup, 2¼ cup) of flour (liquid)."

BEHAVIOR: Client will measure and put into the bowl the exact amount of flour (or liquid) specified.

STANDARD: All five amounts must be measured correctly, each within one minute, on three of four occasions.

MEASURING SPOONS 115

CONDITION: Given a set of three measuring spoons (¼ teaspoon, 1 teaspoon, and 1 tablespoon), an empty bowl, and three cups of white flour (or liquid).

INSTRUCTION: "Measure out (¼ teaspoon, 1 teaspoon, 1 tablespoon) of flour (liquid)."

BEHAVIOR: Client will measure and put into the bowl the exact amount of flour (or liquid) specified.

STANDARD: All three amounts must be measured correctly, each within one minute, on three of four occasions.

ROLLING PIN 116

CONDITION: Given dough for one 10" pie crust and a rolling pin.

INSTRUCTION: "Roll the dough."

BEHAVIOR: Client will use the rolling pin to roll the dough.

STANDARD: Behavior within five minutes on three of four occasions. The rolled dough must be no more than ¼" thick and a minimum of 9" in diameter.

MIXER 117

CONDITION: Given an electric mixer (plugged in), two beaters (unattached), and a bowl containing unmixed ingredients for cake batter.

INSTRUCTION: "Mix the batter until it is smooth."

BEHAVIOR: Client will attach the two beaters, turn the mixer on, and mix the batter.

STANDARD: Behavior within three minutes on three of four occasions. The ingredients must be blended together with no lumps, and no batter must be spattered outside the bowl.

RUBBER SCRAPER 118

CONDITION: Given a bowl containing batter prepared from a cake mix, a cake pan 9" x 13" x 2", and a rubber scraper.

INSTRUCTION: "Pour the batter into the pan."

BEHAVIOR: Client will pick up the bowl, pour the batter into the pan, and use the rubber scraper to scrape the sides of the bowl.

STANDARD: Behavior within one minute on three of four occasions. No batter must be spilled, and all of the batter must be removed from the bowl, so that if the bowl is turned over, no batter will drip out of it.

OVEN I 119

CONDITION: Given an oven.

INSTRUCTION: "Open the oven door."

BEHAVIOR: Client will open the oven door.

STANDARD: Behavior within ten seconds on three of four occasions. The door must be opened completely.

OVEN II 120

CONDITION: Given a cake pan containing batter and an oven.

INSTRUCTION: "Put the pan in the oven."

BEHAVIOR: Client will open the oven door, place the pan on a rack in the oven, and close the door.

STANDARD: Behavior within 30 seconds on three of four occasions. No batter must be spilled.

BUTCHER KNIFE 121

CONDITION: Given a piece of meat one pound or larger and a butcher knife.

INSTRUCTION: "Cut the meat into three parts that are all the same size."

BEHAVIOR: Client will use the knife to cut the meat into three parts.

STANDARD: Behavior within one minute on three of four occasions. The three pieces must be approximately the same size, and the client must not cut him/herself.

FRYING PAN 122

CONDITION: Given a frying pan on a stove burner or an electric frying pan (plugged in), and a piece of meat weighing ¼ pound, and a spatula.

INSTRUCTION: "Turn the heat on medium and fry the meat on each side for three minutes."

BEHAVIOR: Client will turn on the burner or electric frying pan, allow the pan to heat to medium, place the meat in the pan, and, using the spatula, cook the meat for three minutes on each side and remove it from the pan.

STANDARD: Behavior in ten minutes on three of four occasions. The burner must be on the setting of medium, and the meat must be cooked on each side for three minutes.

PARING KNIFE I 123

CONDITION: Given two different fruits or vegetables (e.g., apple, orange, banana, onion, cucumber) and a paring knife.

INSTRUCTION: "Cut the (fruit or vegetable) into five parts that are all the same size."

BEHAVIOR: Client will use the knife to cut the food into five parts.

STANDARD: Behavior within two minutes on three of four occasions. The five parts must be approximately the same size and the client must not cut him/herself.

PARING KNIFE II 124

CONDITION: Given two different fruits or vegetables which have skins (e.g., apple, potato) and a paring knife.

INSTRUCTION: "Peel the (fruit or vegetable)."

BEHAVIOR: Client will use the knife to peel the skin off the food.

STANDARD: Behavior within two minutes on three of four occasions. No skin must be left on the food and the client must not cut him/herself.

SANDWICH 125

CONDITION: Given a loaf of bread and any of the following ingredients for a sandwich: peanut putter and jelly, bologna and mustard, or sliced roast beef and leaf lettuce.

INSTRUCTION: "Make a sandwich."

BEHAVIOR: Client will place the sandwich ingredients between two slices of bread.

STANDARD: Behavior within five minutes on three of four occasions. The sandwich ingredients must be on one slice of bread, covering the entire surface of the bread, and the other slice of bread must be placed directly on top of the ingredients.

MILK 126

CONDITION: Given an opened carton or bottle of milk and a glass.

INSTRUCTION: "Pour a glass of milk."

BEHAVIOR: Client will pour the milk into the glass.

STANDARD: Behavior within 30 seconds on three of four occasions. The glass must be filled to within 1" of the top, and no milk must be spilled.

GARBAGE BAG 127

CONDITION: Given a full garbage bag and a garbage can.

INSTRUCTION: "Throw the garbage away."

BEHAVIOR: Client will pick up the garbage and place it in the garbage can.

STANDARD: Behavior within one minute on three of four occasions. No garbage must be spilled.

TABLE PREPARATION 128

CONDITION: Given four dinner plates, four spoons, four knives, four forks, four glasses, and a table with four chairs (one chair on each side of the table).

INSTRUCTION: "Set the table."

BEHAVIOR: Client will set the table.

STANDARD: Behavior within five minutes on three of four occasions. The table must be set with the following in front of each chair: one dinner plate, with one fork placed to the left of the plate (within 3"), one spoon and one knife placed to the right of the plate (within 3"), and one glass, at the top of the plate (within 3").

HOT PADS 129

CONDITION: Given three dishes on the stove, each containing a hot food, a table, and two pads.

INSTRUCTION: "Carry the dishes to the table."

BEHAVIOR: Client wil use the hot pads to pick up each dish, one at a time, and place it on the table.

STANDARD: Behavior within three minutes on three of four occasions. No dish must be dropped and client must not burn him/herself.

DISH REMOVAL 130

CONDITION: Given four dinner plates, four spoons, four knives, four forks, four glasses, and ten different bowls and serving platters, all dirty, set on a table.

INSTRUCTION: "Clear the table and put the dishes in the sink."

BEHAVIOR: Client will take each utensil off the table and place it in the kitchen sink.

STANDARD: Behavior within ten minutes on three of four occasions. The table must be completely cleared, and no dish must be broken.

DIRTY DISHES I 131

CONDITION: Given four dinner plates, four glasses, three serving platters, three pots, all dirty.

INSTRUCTION: "Wipe or scrape the leftover food off the dishes."

BEHAVIOR: Client will use the rubber scraper to wipe or scrape each item.

STANDARD: Behavior within ten minutes on three of four occasions. No loose food must remain on any dish.

DIRTY DISHES II 132

CONDITION: Given four dinner plates, three serving platters, and three pots, all dirty, in a mixed order.

INSTRUCTION: "Stack the dishes."

BEHAVIOR: Client will stack the dishes.

STANDARD: Behavior within five minutes on three of four occasions. There must be three stacks, one containing all the plates, one containing all the platters, and one containing all the pots.

DISHWATER 133

CONDITION: Given a sink, a drain plug, and dishwashing detergent.

INSTRUCTION: "Fix the water to wash the dishes."

BEHAVIOR: Client will plug the drain, add the detergent, and fill the sink with hot water.

STANDARD: Behavior within five minutes on three of four occasions. The water level must remain within six inches of the top of the sink; there must be soapsuds visible in the water; and the temperature of the water must be between 100° — 120°.

DISHWASHING 134

CONDITION: Given four dinner plates, four glasses, four knives, four spoons, three serving platters, and three pots, all dirty, a dishrag, a sink with hot, soapy water, and a dishdrainer.

INSTRUCTION: "Wash and rinse the dishes."

BEHAVIOR: Client will place the dishes in the water, wash them, rinse them in warm water, and place them in the dishdrainer.

STANDARD: Behavior within 30 minutes on three of four occasions. All food must be washed from each dish and utensil, and all soap must be rinsed from each.

STERLING 135

CONDITION: Given ten pieces of sterling silverware, a rag, and silver polish.

INSTRUCTION: "Clean the silver."

BEHAVIOR: Client will use the silver polish and rag to clean each piece of silver.

STANDARD: Behavior within 30 minutes on three of four occasions. All tarnish must be wiped from each piece of silver.

KITCHEN COUNTER 136

CONDITION: Given a stove and a kitchen counter 2' x 4' or larger, both dirty from preparing food, and a wet dishrag.

INSTRUCTION: "Clean the stove and counter."

BEHAVIOR: Client will use the dishrag to clean the stove and counter.

STANDARD: Behavior within five minutes on three of four occasions. All food must be wiped from the stove and counter.

DISHWASHER 137

CONDITION: Given a dishwasher, ten dirty dishes, and dishwasher soap.

INSTRUCTION: "Wash the dishes in the dishwasher."

BEHAVIOR: Client will place the dishes in the dishwasher, add soap, close the door, and turn it on.

STANDARD: Behavior within five minutes on three of four occasions. The dishes must be placed in the dishwasher and the dishwasher used according to the operating instructions.

DISHRAG 138

CONDITION: Given a wet dishrag.

INSTRUCTION: "Wring out the dishrag."

BEHAVIOR: Client will wring out the dishrag.

STANDARD: Behavior within one minute on three of four occasions. No water must drip from the dishrag.

DISH STORAGE 139

CONDITION: Given four dinner plates, four glasses, four knives, four forks, and four spoons, three serving platters, three pots, and kitchen cabinets and drawers for dishes and silverware.

INSTRUCTION: "Put the dishes away."

BEHAVIOR: Client will put all the dishes and silverware in the correct cabinets and drawers.

STANDARD: Behavior within ten minutes on three of four occasions. Each dish and piece of silverware must be put in the cabinets with others of the same type.

SEWING NEEDLE 140

CONDITION: Given a sewing needle and a thread 24" or longer.

INSTRUCTION: "Thread the needle and knot the thread."

BEHAVIOR: Client will put one end of the thread through the eye of the needle, pull the thread so that the two ends meet, and knot the two ends.

STANDARD: Behavior within three minutes on three of four occasions. The knot must be tied within five inches of the ends.

SHIRT AND BUTTONS 141

CONDITION: Given a shirt with five button holes (and no buttons on it), a threaded needle, and five buttons.

INSTRUCTION: "Sew the buttons on the shirt."

BEHAVIOR: Client will sew the buttons on the shirt.

STANDARD: Behavior within 30 minutes on three of four occasions. Each button must be on the opposite side of the shirt from its button hole, between ½" and 1" of the edge, on a horizontal line with each hole, so that the shirt can be buttoned and the buttons remain fastened.

DRESS HEM 142

CONDITION: Given a dress (not hemmed), a threaded needle, and pins.

INSTRUCTION: "Hem the dress two inches."

BEHAVIOR: Client will fold the edge of the dress under two inches, pin it, and stitch along the edge.

STANDARD: Behavior within 30 minutes on three of four occasions. The hem must be between 1½" — 2½" in length and must not come undone. All pins must be removed.

SOCKS 143

CONDITION: Given two socks, each with a 1" hole and a threaded needle.

INSTRUCTION: "Darn the socks."

BEHAVIOR: Client will sew the hole closed on each sock.

STANDARD: Behavior within 30 minutes on three of four occasions. The holes must remain closed when the socks are put on.

SCISSORS 144

CONDITION: Given a cloth and a pair of scissors.

INSTRUCTION: "Cut the cloth into two parts that are the same size."

BEHAVIOR: Client will use the scissors to cut the cloth in two.

STANDARD: Behavior within two minutes on three of four occasions. The two parts must be approximately the same size and the client must not cut him/herself.

SEWING MACHINE 145

CONDITION: Given a sewing machine, a spool of thread, and two pieces of cloth, each 9" x 12" or larger.

INSTRUCTION: "Sew the two pieces together."

BEHAVIOR: Client will wind a bobbin, thread the machine, and sew the two pieces of cloth together.

STANDARD: Behavior within 30 minutes on three of four occasions. The machine must be correctly threaded and the bobbin correctly wound so that the pieces of cloth are sewn together.

CLOTHES SORTING 146

CONDITION: Given 20 different items of clothes, ten of them all white and ten of assorted colors mixed together.

INSTRUCTION: "Sort the clothes into white and colored piles."

BEHAVIOR: Client will put all white clothes in one pile and all colored clothes in a second pile.

STANDARD: Behavior within five minutes on three of four occasions. The clothes must be sorted correctly into white and colored piles.

WASHING MACHINE 147

CONDITION: Given a washing machine, ten different items of clothing and laundry detergent.

INSTRUCTION: "Wash the clothes."

BEHAVIOR: Client will place the clothes in the washer, add the detergent, close the lid, and turn on the washer.

STANDARD: Behavior within five minutes on three of four occasions. The clothes must be loaded and the washer used according to the operating instructions.

DRYER I 148

CONDITION: Given a washing machine (which has just completed a wash cycle) containing ten different items of clothing and dryer.

INSTRUCTION: "Put the clothes in the dryer."

BEHAVIOR: Client will open the washer, take out the clothes, place them in the dryer, and close the lid.

STANDARD: Behavior within five minutes on three of four occasions. All ten items of clothing must be placed in the dryer.

DRYER II 149

CONDITION: Given a dryer containing ten different items of wet clothing.

INSTRUCTION: "Dry the clothes."

BEHAVIOR: Client will turn on the dryer to dry the clothes.

STANDARD: Behavior within two minutes on three of four occasions. The dryer must be used according to the operating instructions, and the clothes must be dry when removed.

CLOTHESLINE 150

CONDITION: Given a washing machine (which has just completed a wash cycle) containing ten different items of clothing, a clothesline, and 50 clothespins.

INSTRUCTION: "Hang the clothes to dry."

BEHAVIOR: Client will remove each item of clothing from the machine and use the clothespins to hang it on the clothesline.

STANDARD: Behavior within 30 minutes on three of four occasions. All ten items of clothing must be hung on the line using at least one clothespin per item, and all clothing must remain on the line, without falling, for at least five minutes.

CLOTHES REMOVAL 151

CONDITION: Given a dryer (which has just completed a cycle of drying) containing ten different items of clothing and a table.

INSTRUCTION: "Take the clothes from the dryer and put them on the table."

BEHAVIOR: Client will open the dryer door, remove all items of clothing, and place them on the table.

STANDARD: Behavior within three minutes on three of four occasions. All ten items of clothing must be taken from the dryer and placed on the table.

CLOTHES FOLDING 152

CONDITION: Given ten different items of clothing mixed together on a table.

INSTRUCTION: "Fold the clothes."

BEHAVIOR: Client will fold each item.

STANDARD: Behavior within 20 minutes on three of four occasions. Each item must be folded correctly (sleeves over sleeves, pantslegs over pantslegs, seam to seam, etc.) and wrinkles must be smoothed by hand.

SHIRT HANGERS 153

CONDITION: Given five shirts and five wire hangers.

INSTRUCTION: "Hang the shirts."

BEHAVIOR: Client will put one shirt on each hanger and button the top button.

STANDARD: Behavior within five minutes on three of four occasions. Each hanger must be inside the shirt sleeves and the top button buttoned.

CLOTHES DRESSER 154

CONDITION: Given a dresser (socks in one drawer, shirts in a second drawer, undershirts in a third drawer, and pants in a fourth drawer) and three pairs of socks, three shirts, three undershirts, and three pairs of pants, all folded.

INSTRUCTION: "Put the clothes in the dresser where they belong."

BEHAVIOR: Client will place each item in the correct drawer.

STANDARD: Behavior within five minutes on three of four occasions. All clothes must be put in the correct drawers.

IRONING BOARD 155

CONDITION: Given a folded ironing board.

INSTRUCTION: "Open the ironing board."

BEHAVIOR: Client will open the ironing board.

STANDARD: Behavior within two minutes on three of four occasions. The ironing board must remain standing when opened.

ELECTRIC IRON 156

CONDITION: Given an opened ironing board, a hot electric iron, and five items of clothing requiring ironing.

INSTRUCTION: "Iron the clothes."

BEHAVIOR: Client will iron each item.

STANDARD: Behavior within ten minutes on three of four occasions. No wrinkles must remain on the clothes.

IRONING BOARD STORAGE 157

CONDITION: Given an opened ironing board.

INSTRUCTION: "Fold the ironing board."

BEHAVIOR: Client will fold the ironing board.

STANDARD: Behavior within two minutes on three of four occasions. The ironing board must be folded correctly.

CHILD BATHING 158

CONDITION: Given a bathtub ½ full of warm water, a towel, soap, and a child 3-5 years old.

INSTRUCTION: "Bathe the child."

BEHAVIOR: Client will undress the child, set the child in the water, lather the soap, put soap over the entire body of the child (except for the eyes, nose and mouth) rinse off all soap, remove the child from the bathtub, and dry the child.

STANDARD: Behavior within 30 minutes on three of four occasions. All clothes must be removed from the child before placing in the bathtub, and no dirt or water must be visible on the child after drying off.

DIAPERS I 159

CONDITION: Given an unclothed baby that requires diapering, one diaper, and two safety pins.

INSTRUCTION: "Diaper the baby."

BEHAVIOR: Client will fold the diaper into a triangular shape, placing it directly under the baby's bottom, with the corners of the diaper sticking out from either side of the baby and between the legs. Client will bring all three corners of the diaper to the front of the baby and pin them together with the safety pins.

STANDARD: Behavior within five minutes on three of four occasions. The diaper must remain in place when the baby is lifted underneath the arms.

DIAPERS II 160

CONDITION: Given an unclothed baby that requires diapering and one disposable diaper (e.g., Pampers, Kimbies).

INSTRUCTION: "Diaper the baby."

BEHAVIOR: Client will open the diaper, placing the soft side under the baby's bottom, with the corners of the diaper sticking out from either side of the baby and between the legs. Client will then bring all four corners of the diaper to the front of the baby and tape the two corners on each side together.

STANDARD: Behavior within five minutes on three of four occasions. The diaper must remain in place when the baby is lifted underneath the arms.

CHILD DRESSING 161

CONDITION: Given an unclothed child and a shirt (with buttons) a pair of pants (with zipper) underpants, a pair of socks, and a pair of shoes (with shoelaces) all of the correct size.

INSTRUCTION: "Dress the child."

BEHAVIOR: Client will put the clothes on the child.

STANDARD: Behavior within ten minutes on three of four occasions. Clothes must be put on and buttoned, zipped, and tied correctly.

HAIR COMB 162

CONDITION: Given a child with hair long enough to comb and a comb.

INSTRUCTION: "Comb the hair."

BEHAVIOR: Client will use the comb to comb the child's hair.

STANDARD: Behavior within five minutes on three of four occasions. A minimum of five strokes must be made with the comb and, after combing, there must be no snags in the hair.

CHILD FEEDING 163

CONDITION: Given a child unable to feed him/herself, a meal, and a spoon.

INSTRUCTION: "Feed the child."

BEHAVIOR: Client will use the spoon to pick up the food and place it in the child's mouth, scraping the food off the spoon with the child's top teeth.

STANDARD: Behavior within fifteen minutes on three of four occasions. A minimum of ten spoonfuls must be fed to the child. The child must swallow the food in his/her mouth before the client presents the next spoonful.

PLAYPEN I 164

CONDITION: Given a child 1-3 years old and a bed or playpen.

INSTRUCTION: "Put the child (in the bed, or in the playpen)."

BEHAVIOR: Client will pick up the child and place the child in the place indicated.

STANDARD: Behavior within one minute on three of four occasions. The child must be picked up under the arms and must not be dropped.

PLAYPEN II 165

CONDITION: Given a child 1-3 years old in a bed or playpen.

INSTRUCTION: "Put the child on the floor."

BEHAVIOR: Client will pick up the child and place the child on the floor.

STANDARD: Behavior within one minute on three of four occasions. The child must be picked up under the arms and must not be dropped.

PLAYGROUND 166

CONDITION: Given a child 2-5 years old, outside, near a sandbox and swingset.

INSTRUCTION: "Watch and take care of the child so that he/she does not get hurt."

BEHAVIOR: Client will watch or help the child play and prevent the child from being injured.

STANDARD: Behavior during a 30-minute play period on three of four occasions. The child must not be injured during the 30-minute period.

INJURY 167

CONDITION: Given a description of a situation in which a child has been injured while playing.

INSTRUCTION: "If this happens while you are taking care of the child, describe what you would do."

BEHAVIOR: Client will describe emergency procedures appropriate to the injury.

STANDARD: Behavior within five minutes on three of four occasions. The emergency procedures described must include the following components: (1) removal from or termination of the injurious situation; (2) immediate first aid treatment if needed; (3) contacting medical or emergency services, if needed; (4) notification of child's parents or guardians.

NUMBERS 168

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Count to 100."

BEHAVIOR: Client will verbally count to 100 by ones.

STANDARD: Behavior within five minutes on three of four occasions. All numbers must be named in order.

PICTURE GROUPS I 169

CONDITION: Given 25 different pictures and/or objects, placed in a random order, and ten randomly selected numbers from 1 to 25.

INSTRUCTION: "Count out (number named) of them." (Any one of the ten randomly selected numbers).

BEHAVIOR: Client will count out the number of items named.

STANDARD: All ten numbers of pictures and/or objects must be counted out correctly, each within 30 seconds, on three of four occasions.

PICTURE GROUPS II 170

CONDITION: Given ten different groups of 2 to 25 pictures and/or objects.

INSTRUCTION: "How many are there?" (Any one of the ten groups)

BEHAVIOR: Client will count out and name the number of the items on the table.

STANDARD: The number of pictures and/or objects in all ten groups must be named correctly, each within 30 seconds, on three of four occasions.

NUMBERS WRITTEN I 171

CONDITION: Given pencil and paper.

INSTRUCTION: "Write the numbers from 1 to 100."

BEHAVIOR: Client will write the numbers from 1 to 100.

STANDARD: Behavior within ten minutes on three of four occasions. All numbers must be written in order.

NUMBERS WRITTEN II 172

CONDITION: Given pencil and paper and ten randomly selected numbers from 1 to 100.

INSTRUCTION: "Write (number named)." (Any one of the ten randomly selected numbers)

BEHAVIOR: Client will write the number named.

STANDARD: All ten numbers must be written correctly, each within ten seconds, on three of four occasions.

FLASH CARDS — NUMBERS 173

CONDITION: Given ten different flash cards with the numbers from 1 to 100.

INSTRUCTION: "What is this number?" (Any one of the ten cards)

BEHAVIOR: Client will name the number on the flash card.

STANDARD: The numbers on all ten cards must be named correctly, each within ten seconds, on three of four occasions.

ADDITION I 174

CONDITION: Given five one-column addition problems of two numbers each, written on paper, and a pencil.

INSTRUCTION: "Add these problems."

BEHAVIOR: Client will add the numbers and write the sums.

STANDARD: All five problems must be added correctly, each within 30 seconds, on three of four occasions.

ADDITION II 175

CONDITION: Given five two-column addition problems with two addends each (no carrying required), written on paper, and a pencil.

INSTRUCTION: "Add these problems."

BEHAVIOR: Client will add the numbers and write the sums.

STANDARD: All five problems must be added correctly, each within one minute, on three of four occasions.

ADDITION III 176

CONDITION: Given five two-column addition problems with two addends each (carrying required), written on paper, and a pencil.

INSTRUCTION: "Add these problems."

BEHAVIOR: Client will add the numbers and write the sums.

STANDARD: All five problems must be added correctly, each within two minutes on three of four occasions.

SUBTRACTION I 177

CONDITION: Given five one-column subtraction problems, written on paper, and a pencil.

INSTRUCTION: "Subtract these problems."

BEHAVIOR: Client will subtract the numbers and write the differences.

STANDARD: All five problems must be subtracted correctly, each within 30 seconds, on three of four occasions.

SUBTRACTION II 178

CONDITION: Given five two-column subtraction problems (no borrowing required), written on paper, and a pencil.

INSTRUCTION: "Subtract these problems."

BEHAVIOR: Client will subtract the numbers and write the differences.

STANDARD: All five problems must be subtracted correctly, each within one minute, on three of four occasions.

SUBTRACTION III 179

CONDITION: Given five two-column subtraction problems (borrowing required), written on paper, and a pencil.

INSTRUCTION: "Subtract these problems."

BEHAVIOR: Client will subtract the numbers and write the differences.

STANDARD: All five problems must be subtracted correctly, each within two minutes, on three of four occasions.

MULTIPLICATION I 180

CONDITION: Given five one-column multiplication problems, written on paper, and a pencil.

INSTRUCTION: "Multiply these problems."

BEHAVIOR: Client will multiply the numbers and write the products.

STANDARD: All five problems must be multiplied correctly, each within 30 seconds, on three of four occasions.

MULTIPLICATION II 181

CONDITION: Given five two-column multiplication problems, written on paper, and a pencil.

INSTRUCTION: "Multiply these problems."

BEHAVIOR: Client will multiply the numbers and write the products.

STANDARD: All five problems must be multiplied correctly, each within one minute, on three of four occasions.

DIVISION I 182

CONDITION: Given five division problems, with one digit in the divisor and one in the dividend, written on paper, and a pencil.

INSTRUCTION: "Divide these problems."

BEHAVIOR: Client will divide the numbers and write the quotients.

STANDARD: All five problems must be divided correctly, to the nearest whole number, each within 30 seconds, on three of four occasions.

DIVISION II 183

CONDITION: Given five division problems, with two digits in the divisor and two in the dividend, written on paper, and a pencil.

INSTRUCTION: "Divide these problems."

BEHAVIOR: Client will divide the numbers and write the quotients.

STANDARD: All five problems must be divided correctly, to the nearest whole number, each within one minute, on three of four occasions.

MONEY 184

CONDITION: Given five pennies, five nickels, two dimes, three quarters, and ten randomly selected numbers from 1 to 99.

INSTRUCTION: "Count out (number named) cents." (Any one of the ten randomly selected numbers).

BEHAVIOR: Client will count out the amount named.

STANDARD: All ten amounts of money must be counted out correctly, each within 30 seconds, on three of four occasions.

CHANGE 185

CONDITION: Given five pennies, five nickels, five dimes, and five quarters.

INSTRUCTION: "Make change for a (nickel, dime, quarter, half-dollar, dollar).

BEHAVIOR: Client makes the change.

STANDARD: Behavior within one minute of each instruction. The appropriate amount of change must be made for each coin.

ALPHABET 186

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name the letters of the alphabet."

BEHAVIOR: Client will verbally name the letters of the alphabet.

STANDARD: Behavior within two minutes on three of four occasions. All 26 letters must be named in order.

FLASH CARDS — ALPHABET 187

CONDITION: Given flash cards with the letters from A to Z (capitals), presented in a random order.

INSTRUCTION: "What is this letter?" (Any letter from A to Z).

BEHAVIOR: Client will name the letter on the flash card.

STANDARD All 26 letters must be named correctly, each within ten seconds, on three of four occasions.

ALPHABET WRITTEN I 188

CONDITION: Given pencil and paper.

INSTRUCTION: "Write or print the letters of the alphabet."

BEHAVIOR: Client will write or print the letters of the alphabet.

STANDARD: Behavior within five minutes on three of four occasions. All 26 letters must be written or printed in order, in either capital or small letters.

ALPHABET WRITTEN II 189

CONDITION: Given pencil and paper.

INSTRUCTION: "Write or print (letter named)." (Any letter from A to Z)

BEHAVIOR: Client will write or print the letter named.

STANDARD: All 26 letters must be written or printed correctly, each within ten seconds, on three of four occasions.

NAME AND ADDRESS 190

CONDITION: Given pencil and paper.

INSTRUCTION: "Write or print your name, address, and phone number."

BEHAVIOR: Client will write or print first and last name, address, and phone number.

STANDARD: Behavior within five minutes on three of four occasions. All items must be printed or written legibly and correctly.

SIGNS I 191

CONDITION: Given flash cards with 35 functional reading words or signs printed on them in random order. (Men, Women, Ladies, Gentlemen, Rest Rooms, Phone, Telephone, Information, Open, Closed, Bus Stop, Taxi, Airport, Train, Tickets, Poison, Flammable, Combustible, No Smoking, Keep Out, High Voltage, Danger, Warning, Caution, US Mail, Hospital, Food, Gas, Exit, Stop, Yield, Walk, Don't Walk, School, First Aid).

INSTRUCTION: "Point to the (flash card named) sign." (Any one of the 35 words)

BEHAVIOR: Client will point to the flash card named.

STANDARD: All 35 cards must be pointed to correctly, each within thirty seconds, on three of four occasions.

SIGNS II 192

CONDITION: Given flash cards with 35 functional reading words or signs printed on them. (Men, Women, Ladies, Gentlemen, Rest Rooms, Phone, Telephone, Information, Open, Closed, Bus Stop, Taxi, Airport, Train, Tickets, Poison, Flammable, Combustible, No Smoking, Keep Out, High Voltage, Danger, Warning, Caution, US Mail, Hospital, Food, Gas, Exit, Stop, Yield, Walk, Don't Walk, School, First Aid).

INSTRUCTION: "Name this sign." (Any one of the 35 flash cards)

BEHAVIOR: Client will name the word(s) on the flash card.

STANDARD: All 35 words must be named correctly, each within ten seconds, on three of four occasions.

ALPHABETIZING 193

CONDITION: Given ten books or file folders with titles.

INSTRUCTION: "Put these in alphabetical order."

BEHAVIOR: Client will arrange the books or folders in alphabetical order by title.

STANDARD: Behavior within five minutes on three of four occasions. All ten books or folders must be arranged in correct alphabetical order.

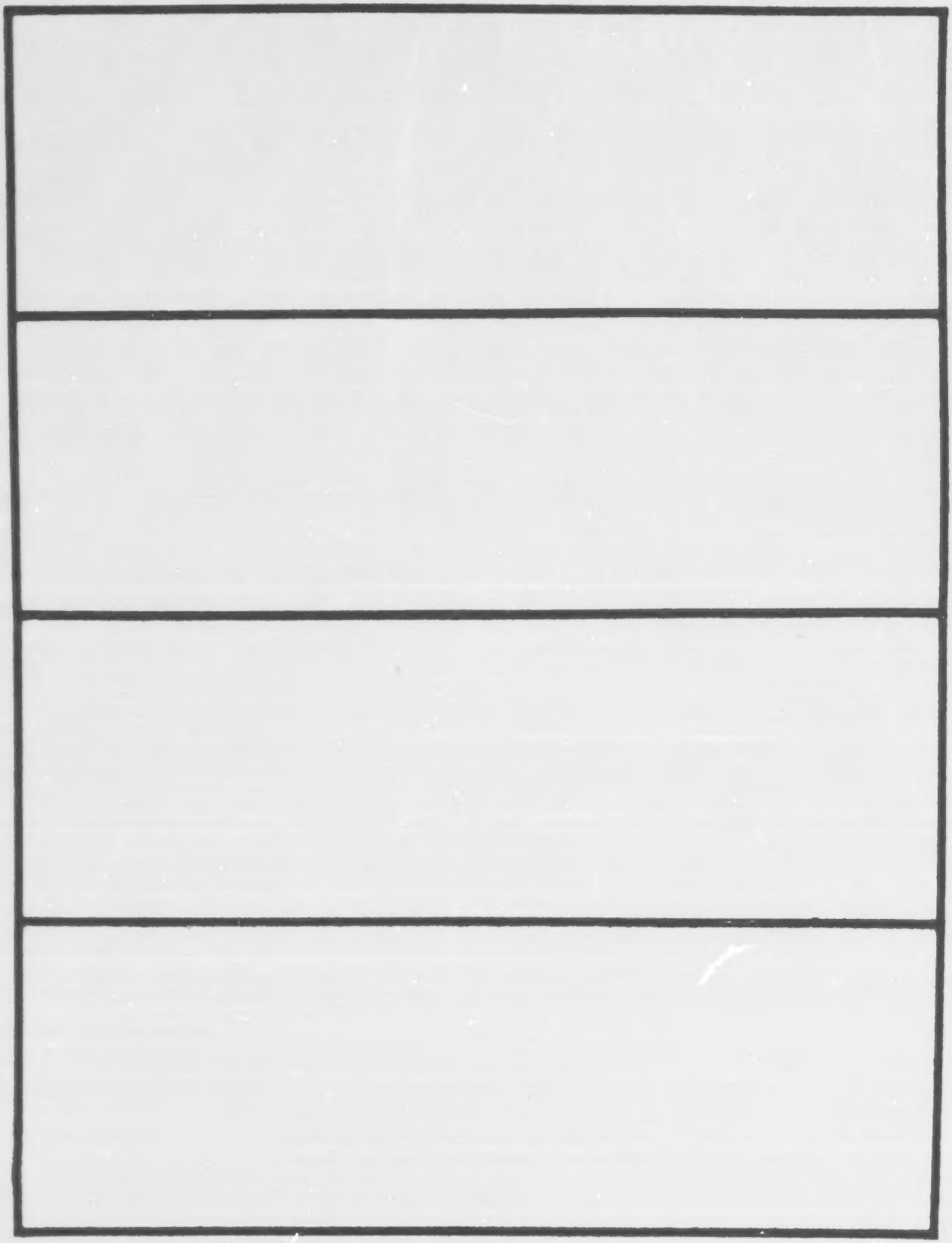
CLOCK 194

CONDITION: Given a clock and ten randomly selected times (e.g., 5:15, 3:22).

INSTRUCTION: "What time is it?" (Any one of the ten times, hands of the clock positioned to represent that time)

BEHAVIOR: Client will name the time.

STANDARD: All ten times must be named correctly, each within 30 seconds, on three of four occasions.



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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

			Initial Assessment	Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	1 Full-Time Job	☐			
☐	2 Part-Time Job	☐			
☐	3 Job Identification I	☐			
☐	4 Job Identification II	☐			
☐	5 Occupations	☐			
☐	6 Reasons	☐			
☐	7 Color Discrimination I	☐			
☐	8 Color Discrimination II	☐			
☐	9 Texture Discrimination I	☐			
☐	10 Texture Discrimination II	☐			
☐	11 Pincer Grasp	☐			
☐	12 Nuts and Bolts	☐			
☐	13 Nuts and Bolts: Size	☐			
☐	14 Color Sorting	☐			
☐	15 Size Sorting	☐			
☐	16 Shape Sorting	☐			
☐	17 Bolt Sorting	☐			
☐	18 Nuts, Bolts, Washers	☐			
☐	19 Object Packing	☐			
☐	20 Glass Packing	☐			
☐	21 Taping	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	22 Lockfolding	☐			
☐	23 String	☐			
☐	24 Long Fold	☐			
☐	25 Short Fold	☐			
☐	26 Third Fold	☐			
☐	27 Letter	☐			
☐	28 Envelope	☐			
☐	29 Stamp	☐			
☐	30 Pages	☐			
☐	31 Stapler	☐			
☐	32 Rubber Bands	☐			
☐	33 Straight Line	☐			
☐	34 Curved Line	☐			
☐	35 Tools I	☐			
☐	36 Tools II	☐			
☐	37 Tool Discrimination I	☐			
☐	38 Tool Discrimination II	☐			
☐	39 Wood Rasp	☐			
☐	40 Coping Saw	☐			
☐	41 Miter Box	☐			
☐	42 Hack Saw	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

☒ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	43 Wood Plane	☐			
☐	44 Claw Hammer I	☐			
☐	45 Claw Hammer II	☐			
☐	46 Vise	☐			
☐	47 Wrench I	☐			
☐	48 Wrench II	☐			
☐	49 Ratchet I	☐			
☐	50 Ratchet II	☐			
☐	51 Brace and Bit	☐			
☐	52 Screwdriver	☐			
☐	53 Utility Knife	☐			
☐	54 Pliers	☐			
☐	55 Tin Snips	☐			
☐	56 Paint Can	☐			
☐	57 Staple Gun	☐			
☐	58 Paint Brush	☐			
☐	59 Rule	☐			
☐	60 Sandpaper	☐			
☐	61 Level	☐			
☐	62 Square	☐			
☐	63 Hand Saw	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

			Initial Assessment	Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	64 Hack Saw Blade	☐			
☐	65 Coping Saw Blade	☐			
☐	66 Bit	☐			
☐	67 Socket	☐			
☐	68 Staples	☐			
☐	69 Tool Cleaning	☐			
☐	70 Tool Storage	☐			
☐	71 Sandpaper Discrimination I	☐			
☐	72 Sandpaper Discrimination II	☐			
☐	73 Sandpaper Discrimination III	☐			
☐	74 Sandpaper Discrimination IV	☐			
☐	75 Paint Discrimination I	☐			
☐	76 Paint Discrimination II	☐			
☐	77 Object Assembly I	☐			
☐	78 Object Assembly II	☐			
☐	79 Job Product I	☐			
☐	80 Job Product II	☐			
☐	81 Household Objects	☐			
☐	82 Wiping Cloth	☐			
☐	83 Bed Sheets	☐			
☐	84 Mattress	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	85	Unmade Bed	☐			
☐	86	Broom	☐			
☐	87	Mop and Bucket	☐			
☐	88	Floor Wax	☐			
☐	89	Vacuum Cleaner	☐			
☐	90	Dust Rag	☐			
☐	91	Bathtub	☐			
☐	92	Refrigerator	☐			
☐	93	Windows	☐			
☐	94	Drapes	☐			
☐	95	Grocery List	☐			
☐	96	Grocery Store	☐			
☐	97	Grocery Bill	☐			
☐	98	Food Storage	☐			
☐	99	Refrigerator Items	☐			
☐	100	Cabinet Items I	☐			
☐	101	Cabinet Items II	☐			
☐	102	Apron	☐			
☐	103	Hot Water	☐			
☐	104	Cold Water	☐			
☐	105	Stove	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	106	Matches	☐			
☐	107	Teakettle	☐			
☐	108	Saucepan	☐			
☐	109	Glass Jars	☐			
☐	110	Can Opener	☐			
☐	111	Bottle Opener	☐			
☐	112	Food Wrap	☐			
☐	113	Egg	☐			
☐	114	Measuring Cup	☐			
☐	115	Measuring Spoons	☐			
☐	116	Rolling Pin	☐			
☐	117	Mixer	☐			
☐	118	Rubber Scraper	☐			
☐	119	Oven I	☐			
☐	120	Oven II	☐			
☐	121	Butcher Knife	☐			
☐	122	Frying Pan	☐			
☐	123	Paring Knife I	☐			
☐	124	Paring Knife II	☐			
☐	125	Sandwich	☐			
☐	126	Milk	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

✚ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	127	Garbage Bag	☐			
☐	128	Table Preparation	☐			
☐	129	Hot-Pads	☐			
☐	130	Dish Removal	☐			
☐	131	Dirty Dishes I	☐			
☐	132	Dirty Dishes II	☐			
☐	133	Dishwater	☐			
☐	134	Dishwashing	☐			
☐	135	Sterling	☐			
☐	136	Kitchen Counter	☐			
☐	137	Dishwasher	☐			
☐	138	Dish Rag	☐			
☐	139	Dish Storage	☐			
☐	140	Sewing Needle	☐			
☐	141	Shirt and Buttons	☐			
☐	142	Dress Hem	☐			
☐	143	Socks	☐			
☐	144	Scissors	☐			
☐	145	Sewing Machine	☐			
☐	146	Clothes Sorting	☐			
☐	147	Washing Machine	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐ 148	Dryer I	☐			
☐ 149	Dryer II	☐			
☐ 150	Clothesline	☐			
☐ 151	Clothes Removal	☐			
☐ 152	Clothes Folding	☐			
☐ 153	Shirt Hangers	☐			
☐ 154	Clothes Dresser	☐			
☐ 155	Ironing Board	☐			
☐ 156	Electric Iron	☐			
☐ 157	Ironing Board Storage	☐			
☐ 158	Child Bathing	☐			
☐ 159	Diapers I	☐			
☐ 160	Diapers II	☐			
☐ 161	Child Dressing	☐			
☐ 162	Hair Comb	☐			
☐ 163	Child Feeding	☐			
☐ 164	Playpen I	☐			
☐ 165	Playpen II	☐			
☐ 166	Playground	☐			
☐ 167	Injury	☐			
☐ 168	Numbers	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	169	Picture Groups I	☐			
☐	170	Picture Groups II	☐			
☐	171	Numbers Written I	☐			
☐	172	Numbers Written II	☐			
☐	173	Flash Cards - Numbers	☐			
☐	174	Addition I	☐			
☐	175	Addition II	☐			
☐	176	Addition III	☐			
☐	177	Subtraction I	☐			
☐	178	Subtraction II	☐			
☐	179	Subtraction III	☐			
☐	180	Multiplication I	☐			
☐	181	Multiplication II	☐			
☐	182	Division I	☐			
☐	183	Division II	☐			
☐	184	Money	☐			
☐	185	Change	☐			
☐	186	Alphabet	☐			
☐	187	Flash Cards - Alphabet	☐			
☐	188	Alphabet Written I	☐			
☐	189	Alphabet Written II	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

☑ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

			Initial Assessment	Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐ 190	Name and Address	☐			
☐ 191	Signs I	☐			
☐ 192	Signs II	☐			
☐ 193	Alphabetizing	☐			
☐ 194	Clock	☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
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VBC CHAPTER 3

JOB SEEKING SKILLS

JOB SEEKING SKILLS

Job seeking skills are those behaviors involved in locating and applying for employment. These skills include knowing where and how to look for job openings. Trainees often have good job skills but lack the skills necessary to find openings suited to those talents. A client may know that some job openings are printed in the newspaper, but he/she often does not realize that word-of-mouth and helping agency contacts are often more productive sources.

Job seeking training includes helping the client to learn about such things as people and agencies with job opening information, employers, placing ads, interpreting ads, matching skills to jobs, on-the-job training, qualifications, applications, and resumes. Some skill objectives require only verbal behaviors such as naming persons or agencies. Other skills are more complex, requiring actual preparations or contacts.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. (These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose)

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, with a mentally retarded client, the objective that requires that a resume be written might be deleted (1) as not appropriate. A new skill objective might be added (2) in which the client tells about the jobs he/she has had. Or the condition, behavior, and standard of the resume objective might be modified (3) to require that the client's family or instructor aid in preparation of a short work history and training resume.

Intended use of the job seeking skill objectives is provided by the following illustration.

SOURCES 1

CONDITION:	Given only the verbal instruction.
INSTRUCTION:	"Name seven places to find out about job openings."
BEHAVIOR:	Client will name seven sources of job opening information.
STANDARD:	Behavior within five minutes on three of four occasions. The sources named must be seven of the following: employers, relatives, friends, newspaper, radio, television, Department of Human Resources (or similar health or welfare agency), employment agency.

An INITIAL ASSESSMENT of " + " on the Skill Summary Chart indicates that, upon instruction from the trainer, the client successfully named seven sources of job opening information, within five minutes, on three of four occasions. Thus, the plus and date were entered under "INITIAL ASESSMENT", a " + " entered in the summary column and no additional training on this skill objective was required. If the trainee had not demonstrated mastery of the skill in the initial assessment, the instructor would have marked " – " under "INITIAL ASSESSMENT" and then begun training at that time or on some later date.

JOB SEEKING SKILLS INDEX

1. Sources
2. Contacts
3. Job Information
4. Names
5. Advertisement
6. Newspaper
7. Want Ads
8. Job Comparison
9. Job Skills
10. Current Skills
11. Needed Skills
12. Training
13. Skill Description
14. Skill Requirements
15. Preference
16. Resume
17. Communication
18. Job Qualifications
19. Location
20. Applications

SOURCES 1

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name seven places to find out about job openings."

BEHAVIOR: Client will name seven sources of job opening information.

STANDARD: Behavior within five minutes on three of four occasions. The sources named must be seven of the following: employers, relatives, friends, newspaper, radio, television, Department of Human Resources (or similar health or welfare agency), employment agency.

CONTACTS 2

CONDITION: Given the names of five relatives, friends, or people with whom the client has interacted in the past.

INSTRUCTION: "Contact five people that you know to see if they know of any job openings."

BEHAVIOR: Client will telephone or talk in person with five of the above people and state the fact that he/she is looking for a job.

STANDARD: Behavior within three days. The fact that he/she is looking for a job must be stated, and the response and/or instructions given by each of the five persons must be stated by the client.

JOB INFORMATION 3

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Find three different places that have job openings and write down the employer's name, address or phone number, and type of job."

BEHAVIOR: Client will locate three different job openings (by using newspaper, radio, television, word-of-mouth, or other forms of communication) and write the required information.

STANDARD: Behavior within three days. The employer's name, address or phone number, and type of job for three different job openings must be written correctly.

NAMES 4

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name three people that are responsible for interviewing and hiring people and where they work."

BEHAVIOR: Client will state the names of three different people and their places of work.

STANDARD: Behavior within three minutes on three of four occasions. Each person named must be in a managerial position in which they are responsible for interviewing potential employees.

ADVERTISEMENT 5

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Make up an ad of no more than 30 words that includes your name, address and/or phone number, that you are looking for work, and at least one skill that you have."

BEHAVIOR: Client will write an ad with the required information.

STANDARD: Behavior within 30 minutes on three of four occasions. The ad must be a maximum of 30 words and include the necessary information.

NEWSPAPER 6

CONDITION: Given an approved ad for work wanted and the procedure for placing the ad in the local newspaper.

INSTRUCTION: "Place the ad in the newspaper."

BEHAVIOR: Client will follow the procedure to place the ad in the newspaper.

STANDARD: Behavior within seven days. The ad must appear in the newspaper.

WANT ADS 7

CONDITION: Given the classified advertisements of a newspaper containing a minimum of ten job openings and/or notices for on-the-job training.

INSTRUCTION: "Point to three different ads for job openings or on-the-job training."

BEHAVIOR: Client will point to three different ads.

STANDARD: Behavior within three minutes on three of four occasions. Each of the three ads must be different and state an opportunity for employment or training.

JOB COMPARISON 8

CONDITION: Given written descriptions of six different job openings, randomly grouped into three pairs.

INSTRUCTION: "Tell me two similarities and two differences between the jobs in each pair, in terms of skills, tools, or materials."

BEHAVIOR: Client will describe two similarities and two differences for each pair of jobs.

STANDARD: Behavior within ten minutes on three of four occasions. Two similarities and two differences must be given for each pair and must be accurate in terms of skills, tools, and/or materials.

JOB SKILLS 9

CONDITION: Given the written descriptions of three different job openings.

INSTRUCTION: "Tell me or show me three different skills that people must have when they work at each of these three jobs."

BEHAVIOR: Client will verbally describe or physically demonstrate three skills for each job.

STANDARD: Behavior within 30 minutes on three of four occasions. The three skills described or demonstrated for each job must be skills involved in that job.

CURRENT SKILLS 10

CONDITION: Given the written descriptions of three job openings that require skills currently in the client's repertoire and three job openings that require one or more skills not currently in the client's repertoire.

INSTRUCTION: "Name the jobs that you can do with the skills you currently have."

BEHAVIOR: Client will name the three jobs that require skills currently in his/her repertoire.

STANDARD: Behavior within three minutes on three of four occasions. The jobs named must require only those skills currently in the client's repertoire.

NEEDED SKILLS 11

CONDITION: Given the written descriptions of three job openings that require skills currently in the client's repertoire and three job openings that require one or more skills not currently in the client's repertoire.

INSTRUCTION: "Name the jobs that you cannot do with the skills you currently have."

BEHAVIOR: Client will name the three jobs that require skills not currently in his/her repertoire.

STANDARD: Behavior within three minutes on three of four occasions. The jobs named must require one or more skills not currently in the client's repertoire.

TRAINING 12

CONDITION: Given the written descriptions of three job openings that require skills currently in the client's repertoire, three job openings that require one or more skills not currently in the client's repertoire, and three job openings that require one or more skills not currently in the client's repertoire and that offer on-the-job training.

INSTRUCTION: "Name the jobs that you cannot do with the skills you curently have, but that offer on-the-job training."

BEHAVIOR: Client will name the three jobs that offer on-the-job training.

STANDARD: Behavior within three minutes on three of four occasions. The jobs named must require one or more skills not currently in the client's repertoire and offer on-the-job training.

SKILL DESCRIPTION 13

CONDITION: Given the written descriptions of three job openings that require skills currently in the client's repertoire.

INSTRUCTION: "Tell me or show me one or more skills that you currently have that are needed for each of these jobs."

BEHAVIOR: Client will describe or demonstrate one or more skills for each job.

STANDARD: Behavior within 30 minutes on three of four occasions. The skills described or demonstrated must be involved in each job and currently must be in the client's repertoire.

SKILL REQUIREMENTS 14

CONDITION: Given the written descriptions of three job openings that require one or more skills not currently in the client's repertoire.

INSTRUCTION: "Tell me one or more skills needed for each of these jobs that you currently do not have."

BEHAVIOR: Client will describe one or more skills for each job that he/she currently does not have.

STANDARD: Behavior within ten minutes on three of four occasions. The skills described must be involved in each job and currently must not be in the client's repertoire.

PREFERENCE 15

CONDITION: Given written descriptions of five different job openings that require skills currently in the client's repertoire.

INSTRUCTION: "Name the job that you would most like to do."

BEHAVIOR: Client will name a job.

STANDARD: Behavior within five minutes. The same job must be selected on four consecutive days.

RESUME 16

CONDITION: Given a sample copy of an employment resume.

INSTRUCTION: "Write a resume about yourself following the format of this sample."

BEHAVIOR: Client will write a resume following the format of the sample.

STANDARD: Behavior within one day. The resume must consist of accurate information in each of the following areas: (1) name, address, telephone number; (2) age, date of birth; (3) sex; (4) marital status; (5) education; (6) work experience; (7) special skills/abilities; (8) interests; and (9) references (a minimum of three persons — names, addresses, telephone numbers).

COMMUNICATION 17

CONDITION: Given the written names, addresses, and phone numbers of three different employers or companies.

INSTRUCTION: "Contact these three employers or companies to ask about working there and tell me what they say to you."

BEHAVIOR: Client will telephone or talk in person with a representative of three of the above employers or companies, will state client's name and the fact that he/she is looking for a job, and later describe their response.

STANDARD: Behavior within three days. When called by the supervisor, all three employers or companies must confirm that the client stated his/her name and desire for work, and their response to the client must be in agreement with the client's description of their response.

JOB QUALIFICATIONS 18

CONDITION: Given written descriptions of three different job openings, each including name of employer and address or phone number.

INSTRUCTION: "Contact the employer for the jobs, find out what the minimum job qualifications are, and tell me what they are."

BEHAVIOR: Client will telephone or talk in person with each employer about minimum job qualifications for each job and later describe the employer's response.

STANDARD: Behavior within three days. When all three employers are called by the supervisor and asked about minimum job qualifications, their responses must be in agreement with the client's description of their responses.

LOCATION 19

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Locate five employers or companies that hire persons with the same skills that you have."

BEHAVIOR: Client will locate and name five employers or companies.

STANDARD: Behavior within three days. Employers or companies must employ persons with skills similar to those of the client.

CONDITION: Given three different application forms for three job openings.

INSTRUCTION: "Complete the applications."

BEHAVIOR: Client will fill in the three applications.

STANDARD: Behavior within three hours on three of four consecutive occasions. All information given must be accurate, legible, and in the appropriate spaces provided.

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

JOB SEEKING SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Sources	☐			
☐	2	Contacts	☐			
☐	3	Job Information	☐			
☐	4	Names	☐			
☐	5	Advertisement	☐			
☐	6	Newspaper	☐			
☐	7	Want Ads	☐			
☐	8	Job Comparison	☐			
☐	9	Job Skills	☐			
☐	10	Current Skills	☐			
☐	11	Needed Skills	☐			
☐	12	Training	☐			
☐	13	Skill Description	☐			
☐	14	Skill Requirements	☐			
☐	15	Preference	☐			
☐	16	Resume	☐			
☐	17	Communication	☐			
☐	18	Job Qualifications	☐			
☐	19	Location	☐			
☐	20	Applications	☐			
☐			☐			

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INTERVIEW SKILLS

INTERVIEW SKILLS

Interview skills are the behaviors involved in preparing to be interviewed and in presenting a favorable and accurate impression of one's self in a job interview. Such skills include knowing what to expect, how to respond, and how to gain additional information from a prospective employer.

Interview skill training includes practice in scheduling an interview, dressing appropriately, locating the place of the interview, responding to the questions that employer-interviewers usually ask, being able to represent any skills or handicaps in an honest but positive way, gaining information from the interviewer, creating an overall favorable impression, and following up on the interview. Most clients have some of these skills but are not totally competent in putting all of the necessary components together.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. (These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose)

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, with a particularly reticent or shy client, the skill objective that requires eye contact while either party is speaking might be deleted (1) as not appropriate. A new skill objective might be added (2) in which the client speaks more loudly. Or the condition, behavior, and standard of the eye contact objective might be modified (3) to require eye contact at the start of each new segment of speech.

Intended use of the interview skill objectives is provided by the following illustration.

CLIENT INTERESTS 16

CONDITION:	Given a simulated job interview.
INSTRUCTION:	(In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required) "During the interview, get answers to at least three questions about the job, related to tools, clothes, equipment, skills needed, or location of work station."
BEHAVIOR:	Client will ask a minimum of three questions about the job, related to tools, clothes, equipment, skill needed, or location of work station.
STANDARD:	Behavior during four consecutive interviews. Answers for all of the questions must be stated clearly by the client and must be in agreement with those given by the interviewer.

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An INITIAL ASSESSMENT of "-" on the Skill Summary Chart indicates that in at least one of the four simulated job interviews (without the instruction being given), the client failed to get answers to at least three questions about the job related to tools, clothes, equipment, skills needed, or location of work station. That is, the client failed to meet the standard. When training for this objective begins, the date is entered under "Date Begun." When the client demonstrates mastery of the skill (four consecutive occasions), the date is entered under "Date Completed" on the Skill Summary Chart and a "+" is entered in the summary column. If the trainee had demonstrated mastery of the skill in initial assessment, the instructor would have marked "+" under "INITIAL ASSESSMENT" and entered the date.

In the INSTRUCTION component of several of the skill objectives in this chapter, the following statement is made: "In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required." In a "real job," those skills will be expected without any instructions. For example, when a client first meets an interviewer, no one will instruct the client to say, "Good morning," shake hands, and state his/her name. The appearance of the interviewer should be the cue for those behaviors. Thus, the client has mastered the skill objective only if he/she emits those behaviors without any instructions. However, the INSTRUCTION is included in the skill objective because it may be useful in the early stages of training.

INTERVIEW SKILLS INDEX

1. Evaluation Areas
2. Interviewer Interests
3. Job Information
4. References
5. Interview Request
6. Route
7. Appearance
8. Introduction
9. Eye Contact
10. Required Skills
11. Handicap I
12 Handicap II
13. Equipment Skills
14. Work Experience
15. Reasons for Job
16. Client Interests
17. Advancement
18. End of Interview
19. Employer Contact
20. Interview
21. Follow Up

EVALUATION AREAS 1

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name six areas in which an interviewer evaluates a job applicant during an interview."

BEHAVIOR: Client will name the six areas: personal appearance, politeness, previous work experience, current skills, education, and personal interest and goals.

STANDARD: Behavior within two minutes on three of four occasions. Each of the six areas of evaluation must be named.

INTERVIEWER INTERESTS 2

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name the four things that the interviewer will probably ask you questions about."

BEHAVIOR: Client will name: (1) previous work experience, (2) education, (3) current skills and (4) personal interest and goals.

STANDARD: Behavior within two minutes on three of four occasions. Each of the four areas of questions must be named.

JOB INFORMATION 3

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Name the five things about the job that you want to get answers about from the interviewer."

BEHAVIOR: Client will name: (1) work qualifications, (2) tools, clothes or equipment needed, (3) location of work, (4) income, and (5) benefits.

STANDARD: Behavior within two minutes on three of four occasions. Each of the five areas must be named.

REFERENCES 4

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Give me the names and addresses or phone numbers of three people who have agreed to be references for you."

BEHAVIOR: Client will state the names and addresses or phone numbers of three people.

STANDARD: Behavior within five minutes on three of four occasions. When called, the people named must have agreed to be a reference, and the addresses or phone numbers must be correct.

INTERVIEW REQUEST 5

CONDITION: Given a role playing situation, including a person playing the role of an employer, his/her telephone number, and a telephone.

INSTRUCTION: "Telephone the employer and state your name, that you are looking for a job, and that you would like an interview."

BEHAVIOR: Client will telephone the employer and state the required information.

STANDARD: Behavior within ten minutes on three of four occasions. All of the information must be stated correctly by the client, in the order above.

ROUTE 6

CONDITION: Given the place and time of a simulated interview a minimum of one mile away.

INSTRUCTION: "Tell me or show me how to get to the place of the interview."

BEHAVIOR: Client will describe or demonstrate the procedure for leaving and traveling to the place of the interview.

STANDARD: Behavior within five minutes if desired, one hour if demonstrated , on three of four occasions. The behavior must include the following accurate information: the place from which the client will leave, the time client will leave, mode of transportation (walk, cab, bus, car, etc.), the route followed, and the building, floor, room, and time of the interview. If the description is actually implemented the client must arrive on time at the place of the simulated interview.

APPEARANCE 7

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Wash and dress as if you are going to a job interview."

BEHAVIOR: Client will clean and dress him/herself.

STANDARD: Behavior within one hour on three of four occasions. The body must be washed with soap and water, the clothes worn must be pressed, fit correctly, and be appropriate for the season and the job.

INTRODUCTION 8

CONDITION: Given a simulated job interview.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you first see the interviewer, say 'Good (morning, afternoon),' shake hands with him/her, and state your name."

BEHAVIOR: Client will greet the interviewer with a "Good (morning, afternoon)," shake hands, and state name.

STANDARD: Behavior within ten seconds on four consecutive interviews. The verbal greeting must be appropriate for the time of day, and the handshake must be made firmly with the right hand.

EYE CONTACT 9

CONDITION: Given a simulated job interview of 30 minutes duration.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Each time you speak or the interviewer speaks, make eye contact with the interviewer and maintain it as long as you or the interviewer is speaking."

BEHAVIOR: Client will make eye contact with the interviewer each time one of them speaks and maintain it for the duration of the speaking.

STANDARD: Behavior must be initiated within one second of the onset of each verbal interaction, in four consecutive interviews. Eye contact must be made each time the interviewer or client begins speaking and must be maintained until the person stops talking.

REQUIRED SKILLS 10

CONDITION: Given a simulated job interview for a particular job.

INSTRUCTION: (Request by Interviewer) "Tell me at least three specific work skills that you can do, that are a part of this job."

BEHAVIOR: Client will describe a minimum of three specific skills that the client can do and that are a part of the job.

STANDARD: Behavior within 15 minutes in four consecutive interviews. The skills must be in the client's repertoire and must be involved in the job.

HANDICAP I 11

CONDITION: Given a simulated job interview and a specific physical handicap of the client.

INSTRUCTION: (Request by Interviewer) "Tell me at least three specific work skills that you can do that are a part of this job."

BEHAVIOR: Client will describe a minimum of three specific skills that the client can do that are a part of the job.

STANDARD: Behavior within 15 minutes in four consecutive interviews. The skills must be in the client's repertoire and must be involved in the job.

HANDICAP II 12

CONDITION: Given a simulated job interview and a specific physical handicap of the client.

INSTRUCTION: (Request by Interviewer) "Tell me the specific work skills that you cannot do because of your physical handicap."

BEHAVIOR: Client will describe one or more specific skills that cannot be done because of the physical handicap. After each skill deficiency described, the client will name one or more related skills that he/she can do.

STANDARD: Behavior within 15 minutes in four consecutive interviews. Each skill deficiency described must be directoly related to the client's handicap, and must be followed by a descriptijon of one or more specific skills (in client's repertoire) that are as similar as possible to the deficient skill.

EQUIPMENT SKILLS 13

CONDITION: Given a simulated job interview for a particular job.

INSTRUCTION: (Request by Interviewer) "Tell me at least five specific work skills you have with machines, equipment, or tools that are used in this job."

BEHAVIOR: Client will describe a minimum of five work skills with machines, equipment, or tools that are used in the job.

STANDARD: Behavior within 30 minutes in four consecutive interviews. The skills described must be in the client's repertoire and must be related to equipment used in the particular job.

WORK EXPERIENCE 14

CONDITION: Given a simulated job interview and ten different questions related to previous work experience, current skills, education, and personal interest and goals.

INSTRUCTION: (Interviewer asks ten questions related to the above areas.)

BEHAVIOR: Client will verbally answer all questions.

STANDARD: Behavior within 30 minutes in four consecutive interviews. The answers to the questions must be in agreement with the information on the job application.

REASONS FOR JOB 15

CONDITION: Given a simulated job interview for a particular job.

INSTRUCTION: (Request by Interviewer) "Why do you want to have this job?"

BEHAVIOR: Client will state why he/she wants to work at the specific job.

STANDARD: Behavior within three minutes in four consecutive interviews. The statement made must refer to previous work experience, interest, and/or current skills of the client.

CLIENT INTERESTS 16

CONDITION: Given a simulated job interview.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"During the interview, get answers to at least three questions about the job, related to tools, clothes, equipment, skills needed, or location of work station."

BEHAVIOR: Client will ask a minimum of three questions about the job, related to tools, clothes, equipment, skills needed, or location of work station.

STANDARD: Behavior during four consecutive interviews. Answers for all of the questions must be stated clearly by the client and must be in agreement with those given by the interviewer.

ADVANCEMENT 17

CONDITION: Given a simulated job interview.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"During the interview, get answers for these questions: (1) What are the qualifications for advancement; (2) what is the demand for workers in this job; (3) what will the probable income be in five years; (4) what are the disadvantages of the job; and (5) why do people quit the job?"

BEHAVIOR: Client will ask the following questions: (1) What are the qualifications for advancement; (2) what is the demand for workers in this job; (3) what will the probable income be in five years; (4) what are the disadvantages of the job; and (5) why do people quit the job?

STANDARD: Behavior during four consecutive interviews. Answers for all five questions must be stated clearly by the client and must be in agreement with those given by the interviewer.

END OF INTERVIEW 18

CONDITION: Given a simulated interview.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you are leaving the interview, shake hands with the interviewer, thank him/her for the interview, and state that you want the job."

BEHAVIOR: Client will shake hands with the interviewer, thank him/her for the interview, and state that the client wants the job.

STANDARD: Behavior during four consecutive interviews. The handshake must be with the right hand and the behaviors must be done in order, when leaving the interview.

EMPLOYER CONTACT 19

CONDITION: Given a job opening.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you find a job opening, contact the employer and request an interview."

BEHAVIOR: Client will telephone, write to, or directly talk with the employer, requesting an interview.

STANDARD: Behavior within two days. When contacted, the employer must state that the client called (wrote or talked with), gave his/her name, and requested an interview for a specific job.

INTERVIEW 20

CONDITION: Given an appointment for a job interview.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Arrive on time for job interviews and conduct yourself appropriately."

BEHAVIOR: Client will arrive on time and respond appropriately throughout the interview.

STANDARD: Behavior throughout the interview. When asked, "Did the client arrive on time?" and "Did the client conduct himself appropriately during the interview?", the interviewer must respond affirmatively to both questions. If the interviewer responds negatively, he/she should be asked to describe the specific behavior problems exhibited by the client.

CONDITION: Given the date of a completed interview and the name, address, and phone number of the interviewer.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"Between three and seven days after your interview, telephone or write to the interviewer, thank him/her for the interview and tell nim/her that you still want the job."

BEHAVIOR: Client will telephone or write to the interviewer, thanking him/her and stating that the client still wants the job.

STANDARD: Behavior between three and seven days after four consecutive interviews. The client's name, the day of the interview, a "Thank you for the interview," and the fact that the client still wants the job must be stated.

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

INTERVIEW SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Evaluation Areas	☐			
☐	2	Interviewer Interests	☐			
☐	3	Job Information	☐			
☐	4	References	☐			
☐	5	Interview Request	☐			
☐	6	Route	☐			
☐	7	Appearance	☐			
☐	8	Introduction	☐			
☐	9	Eye Contact	☐			
☐	10	Required Skills	☐			
☐	11	Handicap I	☐			
☐	12	Handicap II	☐			
☐	13	Equipment Skills	☐			
☐	14	Work Experience	☐			
☐	15	Reasons for Job	☐			
☐	16	Client Interests	☐			
☐	17	Advancement	☐			
☐	18	End of Interview	☐			
☐	19	Employer Contact	☐			
☐	20	Interview	☐			
☐	21	Follow Up	☐			

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VBC CHAPTER 5

JOB RELATED SKILLS

JOB RELATED SKILLS

Job related skills do not refer directly to work performance, but are those that each worker must have to "get around," locate particular areas, conform to rules, and adapt to the physical characteristics of work settings. Obviously, if an individual is to hold a job, he/she must be able to get from home to the job and get from the job to home. The place of work must be entered and exited appropriately. Arrival times, break times, and lunch times must be respected. The worker must be able to get to the eating place(s) and bathroom(s) and must know how to use them appropriately. Also, he/she must be able to go from the work station to the fire exit, first aid room, and the supervisor's office. Signs and rules should be understood and obeyed. While such job related skills are not a part of the production or work process, they are necessary adjunct behaviors, without which satisfactory performance and production are improbable.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. (These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose.)

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, with a client who lives in a rural area where there is no bus service, the objective about using the bus might be deleted (1) as not appropriate. A new skill objective might be added (2) in which the client arranges for a ride with a neighbor or friend. Or the condition, behavior, and standard of the bus riding objective might be modified (3) to require the client to walk from his/her home to a given location at a given time to catch a ride.

Intended use of the job related skill objectives is provided by the following illustration.

ENTRANCES 11

CONDITION:	Given specified entrance(s) and exit(s) at the client's place of work.
INSTRUCTION:	(In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.) "When going into work, use this (these) entrance(s) only, and when leaving, use this (these) exit(s) only."
BEHAVIOR:	Client will enter and exit through the appropriate doors.
STANDARD:	Behavior on 20 consecutive work days. Only the specified entrances and exits must be used by the client each day.

An INITIAL ASSESSMENT of " + " on the Skill Summary Chart indicates that the client went into work through the prescribed entrance(s) and left work through the prescribed exit(s) (without the instruction being given) on 20 consecutive work days. Thus, the plus and date were entered under "INITIAL ASSESSMENT," and a " + " entered in the summary column, and no additional training on this skill objective was required. If the trainee had not demonstrated mastery of the skill in the initial assessment, the instructor would have marked "-" under "INITIAL ASSESSMENT" and then begun training at that time or on some later date.

In the INSTRUCTION component of several of the skill objectives in ths chapter, the following statement is made: "In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required." In a "real job," those skills will be expected without any instructions. For example, no one will instruct the client to wash face and hands and to groom him/herself before going to work. The standards of grooming for the job should be the cues for performing those behaviors. Thus, the client has mastered the skill objective only if he/she emits those behaviors without any instructions. However, the INSTRUCTION is included in the skill objective because it may be useful in the early stages of training.

JOB RELATED SKILLS INDEX

1. Job Specifics
2. Transportation
3. Intersections
4. Bus I
5. Bus II
6. Taxi
7. Grooming
8. Clothes
9. Home
10. Locations
11. Entrances
12. Stairs
13. Elevator
14. Work Signs
15. Work Locations I
16. Work Locations II
17. Lunch Break
18. Cafeteria
19. Breaks
20. Work Signals
21. First Aid

JOB SPECIFICS 1

CONDITION: Given only the verbal instructions.

INSTRUCTION: (1) "What is the name of the company you work for?" (2) "What is the address of the company?" (3) "What is the phone number of the company?" (4) "What is your supervisor's name?" (5) "What is the name of your job?" (6) "What is a product of your job or an activity you do at your job?"

BEHAVIOR: Client will answer each question.

STANDARD: Behavior within five minutes on four consecutive occasions. Each question must be answered correctly.

TRAVEL TO WORK 2

CONDITION: Given the locations of client's home and place of work.

INSTRUCTION: "Tell me or show me the way you will travel from your home to work and back home again, and whether you will walk, take a taxi or bus, or drive."

BEHAVIOR: Client will describe or demonstrate the route of travel from home to work and back home and the mode of transportation.

STANDARD: Behavior within five minutes if described, one hour if demonstrated, on four consecutive occasions. The route must be accurate so that if followed, the client would arrive at home or work.

INTERSECTIONS 3

CONDITION: Given five randomly selected street intersections along the route between client's home and work and the client taken to each intersection.

INSTRUCTION: "What intersection is this?"

BEHAVIOR: Client will name each intersection by stating the names of the streets forming the intersection.

STANDARD: All five intersections must be named correctly, each within 30 seconds, on four consecutive occasions.

BUS I 4

CONDITION: Given a specified location a minimum of one mile away, a bus stop within four blocks of the home, a card with the bus timetable, and a bus route to the specified location that requires no change in buses.

INSTRUCTION: "Get on the bus at the bus stop; go to (the specified place), and get off."

BEHAVIOR: Client will board the bus at the bus stop and get off at the specified location.

STANDARD: Behavior within 30 minutes on four consecutive occasions. The bus must be boarded at the bus stop and the proper fee paid. There must be no change in buses and the client must get off at the specific location.

BUS II 5

CONDITION: Given a specified location a minimum of one mile away, a bus stop within four blocks of the home, a card with the bus timetable, and a bus route to the specified location requiring one change in buses.

INSTRUCTION: "Get on the bus at the bus stop, make the required change in buses, and get off at (the specified place)."

BEHAVIOR: Client will board the bus at the bus stop, make the change of buses, and get off at (the specified location).

STANDARD: Behavior within one hour on four consecutive occasions. The bus must be boarded at the bus stop and the proper fees paid. The change of buses must be accomplished so that the client gets off at the specified location.

TAXI 6

CONDITION: Given a specified location a minimum of one mile away and a telephone.

INSTRUCTION: "Call or locate a taxi and go to (the specified place)."

BEHAVIOR: Client will telephone for a taxi or locate one on the street, take it to the specific location, and get out.

STANDARD: Behavior within 30 minutes on four consecutive occasions. The taxi must be phoned for or located on the street, the place and address of the specific location must be stated, the proper fee paid, and the client must get out at the correct place.

GROOMING 7

CONDITION: Given a specific job with stated standards for grooming.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Wash your face and hands and clean up for work."

BEHAVIOR: Client will wash face and hands and groom him/herself.

STANDARD: Behavior within 30 minutes on 20 consecutive work days. Face and hands must be washed with soap and water and the client must be groomed appropriately.

CLOTHES 8

CONDITION: Given a specific job with stated standards for dress and equipment.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Dress correctly for the job."

BEHAVIOR: Client will wear clothing appropriate for the job.

STANDARD: Behavior on 20 consecutive work days. The appropriate dress must include a clean shirt, pants, shoes, socks, and any special equipment, such as gloves or safety glasses.

HOME 9

CONDITION: Given the route taken from home to work and the daily starting time of work.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Leave home and go to work so that you are there before starting time."

BEHAVIOR: Client will leave home, travel to work, and arrive at the work station on time.

STANDARD: Behavior on 20 consecutive work days. The route traveled must be the one specified and the client must arrive at the work station no later than five minutes before starting time.

LOCATIONS 10

CONDITION: Given three randomly selected locations a minimum of one mile away from the place of work, and daily starting time of work.

INSTRUCTION: "Tell me or show me the way you will travel from each of these locations to work and get there on time, and whether you will walk, take a taxi or bus, or drive."

BEHAVIOR: Client will describe or demonstrate the route of travel from each location to work and the mode of transportation.

STANDARD: Behavior within five minutes if described, one hour if demonstrated, on four consecutive occasions. The route must be accurate so that if followed, the client would arrive at work no later than five minutes before the starting time.

ENTRANCES 11

CONDITION: Given specified entrance(s) and exit(s) at the client's place of work.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When going into work, use this (these) entrance(s) only and when leaving, use this (these) exit(s) only."

BEHAVIOR: Client will enter and exit through the appropriate doors.

STANDARD: Behavior on 20 consecutive work days. Only the specified entrances and exits must be used by the client each day.

STAIRS 12

CONDITION: Given a place of work in a building three stories high and stairs leading to each floor.

INSTRUCTION: "Go up the stairs from the first floor to the (second, third) floor."

BEHAVIOR: Client will climb the stairs from the first floor to the specified floor.

STANDARD: Behavior within three minutes on four consecutive occasions. The specified floor must be reached by the client.

ELEVATOR 13

CONDITION: Given a place of work in a building at least three stories high and an elevator.

INSTRUCTION: "Get in the elevator and go to the (second, third) floor."

BEHAVIOR: Client will enter the elevator and go to the specified floor.

STANDARD: Behavior within five minutes on four consecutive occasions. The elevator must be operated correctly so that it reaches the specified floor and the client exits the elevator at that floor.

WORK SIGNS 14

CONDITION: Given the following signs: "Keep out," "Office," "Exit," "Men," "Women," "Danger," "Private," "No Smoking."

INSTRUCTION: "Point to the sign that means (1) there is an area that people must stay away from; (2) there is an area where the secretaries work and the boss works and the files are kept; (3) there is a way out of the building; (4) there is a man's bathroom; (5) there is a woman's bathroom; (6) there is a place which people must stay away from because they could get hurt; (7) there is a place where only certain people are allowed and no one else; (8) that means no one can smoke there."

BEHAVIOR: Client will point to each sign described: (1) Keep out; (2) Office; (3) Exit; (4) Men; (5) Women; (6) Danger; (7) Private; (8) No Smoking.

STANDARD: All eight signs must be pointed to correctly, each within 30 seconds, on four consecutive occasions.

WORK LOCATIONS I 15

CONDITION: Given a specific work station and a locker room, first aid room, cafeteria, bathroom, fire exit, supervisor's office, and water fountain.

INSTRUCTION: "Go from your work station to the (one of the six locations)."

BEHAVIOR: Client will go from the work station to the specific place.

STANDARD: All six places must be located correctly, each within ten minutes, on four consecutive occasions.

WORK LOCATIONS II 16

CONDITION: Given six locations at the place of work and a specific work station.

INSTRUCTION: "Go from (one of the six locations) to your work station."

BEHAVIOR: Client will go from the specific place to the work station.

STANDARD: The work station must be reached from all six locations, each within ten minutes on four consecutive occasions.

LUNCH BREAK 17

CONDITION: Given the daily starting and ending times of lunch.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Take your lunch break only during the lunch period."

BEHAVIOR: Client will go to lunch during the scheduled time.

STANDARD: Behavior on 20 consecutive work days. The lunch break must be taken within the specified starting and ending times, and the client must be back at the work station before time of work begins.

CAFETERIA 18

CONDITION: Given a restaurant, cafeteria, or snack bar at the place of work.

INSTRUCTION: "Buy your lunch here."

BEHAVIOR: Client will order the lunch, obtain the food, and pay for it.

STANDARD: Behavior within 15 minutes on 20 consecutive work days. The lunch must be ordered, obtained, and paid for correctly.

BREAKS 19

CONDITION: Given the daily starting and ending times of breaks.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Take your breaks only during the break periods."

BEHAVIOR: Client will take breaks during the scheduled times.

STANDARD: Behavior on 20 consecutive work days. The breaks must be taken within the specified starting and ending times, and the client must be back at the work station before time of work begins.

WORK SIGNALS 20

CONDITION: Given the fire alarm, back-up signals, work whistle, and/or other signals in the place of employment.

INSTRUCTION: "Identify each of the signals and show what you do when you hear (see) them."

BEHAVIOR: Client will verbally identify the signal and describe or demonstrate the appropriate response.

STANDARD: All signals must be identified and responded to correctly, each within three minutes on four consecutive occasions.

FIRST AID 21

CONDITION: Given instructions and first-aid training for simple cuts, bruises, and scratches.

INSTRUCTION: "How would you treat a simple (cut, bruise, or scratch)?"

BEHAVIOR: Client will describe or demonstrate the necessary first-aid techniques.

STANDARD: Behavior within two minutes if stated or within five minutes if demonstrated on four consecutive occasions. The proper techniques must be accurately stated or demonstrated according to the instructions given.

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

JOB RELATED SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Job Specifics	☐			
☐	2	Transportation	☐			
☐	3	Intersections	☐			
☐	4	Bus I	☐			
☐	5	Bus II	☐			
☐	6	Taxi	☐			
☐	7	Grooming	☐			
☐	8	Clothes	☐			
☐	9	Home	☐			
☐	10	Locations	☐			
☐	11	Entrances	☐			
☐	12	Stairs	☐			
☐	13	Elevator	☐			
☐	14	Work Signs	☐			
☐	15	Work Locations I	☐			
☐	16	Work Locations II	☐			
☐	17	Lunch Break	☐			
☐	18	Cafeteria	☐			
☐	19	Breaks	☐			
☐	20	Work Signals	☐			
☐	21	First Aid	☐			

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VBC CHAPTER 6

WORK PERFORMANCE SKILLS

WORK PERFORMANCE SKILLS

Work performance is usually considered to be the heart of vocational accomplishment. Although social and other related skills are necessary parts of success on the job, how well one actually performs the specific tasks or work assignments is probably the most crucial consideration. In contrast to prevocational skills, these are performed in a real job setting or in on-the-job training. These skill objectives answer the general question, "Does the on-the-job worker do what he/she is supposed to do, when it is supposed to be done?"

Work performance training and assessment include such skills as setting up the work station, starting work on time, following instructions and models, sorting and using materials, using and caring for tools, working at different types of tasks, working safely, staying on-task, seeking help, storing products and tools, and cleaning up the work area. The standards for correct performance of these skills are usually more demanding than the standards for the skills in other chapters. These more stringent requirements are necessary to insure that the worker mastering that skill is performing well on the job. For example, it would not be appropriate for a worker to conform to safety rules on only three of four occasions. Safety regulations should be followed on every occasion. The worker who occasionally smokes while pumping gas probably will not last long in the job.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. (These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose.)

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, with a client who cannot read, the objective that requires that the worker follow a minimum of three different written instructions might be deleted (1) as not appropriate. A new skill objective might be added (2) in which the client watches other workers and performs similarly. Or condition, behavior, and standard of the instruction-following objective might be modified (3) to require that the client follow tape-recorded instructions.

Intended use of the work performance skill objectives is provided by the following illustration.

TASK ORDER 22

CONDITION:	Given two different job assignments or tasks.
INSTRUCTION:	"Do the (name of first job) first and then do the (name of second job)."
BEHAVIOR:	Client will perform the two job assignments or tasks in order.
STANDARD:	Behavior must occur until there is a new instruction or the job is completed. Both jobs or tasks must be performed correctly and in the order assigned, and the rate of work must be acceptable, as defined by the supervisor.

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An INITIAL ASSESSMENT of "-" on the Skill Summary Chart indicates that the instructor or supervisor told the client, for example, to clean the windows first and then empty the trash containers. The client failed to perform one or both of the tasks correctly or performed them in the wrong order. When training for this objective begins, the date is entered under "Date Begun." When the client demonstrates mastery of the skill (by performing the tasks in order until the job is completed), the date is entered under "Date Completed" on the Skill Summary Chart and a " + " is entered in the summary column. If the worker had demonstrated mastery of the skill in initial assessment, the instructor would have marked " + " under "INITIAL ASSESSMENT" and entered the date.

In the INSTRUCTION component of several of the skill objectives in this chapter, the following statement is made: "In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required." In a "real job," those skills will be expected without any instructions. For example, no one will instruct the client to begin work on time each day. The starting time of work should be the cue for performing this behavior. Thus, the client has mastered the skill objective only if he/she emits the behavior without any instruction. However, the INSTRUCTION is included in the skill objective because it may be useful in the early stages of training.

WORK PERFORMANCE SKILLS INDEX

1. On Time
2. Tools
3. Undamaged Materials
4. Amount of Materials
5. Set-Up
6. Starting Time
7. On-Task
8. Area Clean
9. Excessive Waste
10. Tools Clean
11. Clean-Up
12. Tool Storage
13. Product Storage
14. Confusion
15. Mistake
16. Work Problems
17. New Assignment
18. Assembly
19. Duration
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27. Work Rate
28. Disruptions
29. Deadline
30. Additional Assignment
31. Demonstration
32. Model
33. Diagram
34. Written Instructions
35. Procedure
36. Supervision
37. Schedule Change
38. Work Rules
39. Safety Rules
40. Equipment Safety
41. Danger
42. Accidents
43. Evaluation
44. Performance
45. Self-Evaluation
46. Promotion
47. Improvement

ON TIME 1

CONDITION: Given a daily starting time for the client's job.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Be at your work station on time each day."

BEHAVIOR: Client will arrive at the work station on time.

STANDARD: Behavior on 20 consecutive work days. The work station must be reached on time (defined as no later than two minutes before starting time).

TOOLS 2

CONDITION: Given a specific job assignment or task requiring that the worker provide and bring with him/her a certain number and type of tools.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Bring the necessary tools when you come to work."

BEHAVIOR: Client will bring the necessary tools to the job.

STANDARD: Behavior on 20 consecutive work days. All of the correct tools must be brought to the job.

UNDAMAGED MATERIALS 3

CONDITION: Given a specific job assignment or task, some required materials and supplies that are appropriate for use, and some required materials and supplies that are damaged or not appropriate for use.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Select the materials and supplies that are not damaged and that are appropriate for use."

BEHAVIOR: Client will select the materials and supplies that are appropriate for use.

STANDARD: Behavior on 20 consecutive work days. All materials and supplies chosen must be undamaged and appropriate for use.

AMOUNT OF MATERIALS 4

CONDITION: Given specific amounts of materials needed for the particular job.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Bring the materials you will need to your work station."

BEHAVIOR: Client will bring the correct amount of materials to the work station.

STANDARD: Behavior on 20 consecutive work days. All of the materials needed for the job must be brought to the work station.

SET-UP 5

CONDITION: Given a work station, a specific work station set-up arrangement, needed materials (e.g., tools, packing materials, stock, etc.) in another location, and a specific amount of time allowed for setting up of the work station.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Set up your work station."

BEHAVIOR: Client will bring needed materials to the work area and set up.

STANDARD: Behavior on 20 consecutive work days. All needed tools and materials must be brought to the work area, and the work station must be set up as specified within the time allowed for set up.

STARTING TIME 6

CONDITION: Given a daily starting time for the client's job.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Begin work on time each day."

BEHAVIOR: Client will begin work on time.

STANDARD: Behavior on 20 consecutive work days. Work must begin no later than two minutes after the starting time.

ON-TASK 7

CONDITION: Given specified daily work times.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Work when you are supposed to."

BEHAVIOR: Client will remain on-task during work times.

STANDARD: Behavior on 20 consecutive work days. On-task and work behaviors must be displayed during the times scheduled for work (when observed on randomly chosen times during work hours).

AREA CLEAN 8

CONDITION: Given a specific work location in which the client works the entire shift.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Keep your work area clean."

BEHAVIOR: Client will keep the work area clean.

STANDARD: Behavior on 20 consecutive work days. The work area must be free of unnecessary materials and debris, as defined by the work supervisor.

EXCESSIVE WASTE 9

CONDITION: Given a specific job assignment requiring use of certain materials in specific amounts and a specified maximum amount allowed for waste.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Use as much as you need to do the job, but don't waste materials."

BEHAVIOR: Client will perform the work task without excessive waste of materials.

STANDARD: Behavior on 20 consecutive work days. The correct amount of materials must be used so that waste does not exceed the prescribed maximum.

TOOLS CLEAN 10

CONDITION: Given a specific number of tools for use in a specific job assignment and specific instructions on how to maintain the tools.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Keep your tools clean and maintain them properly."

BEHAVIOR: Client will maintain the tools in the proper manner.

STANDARD: Behavior on 20 consecutive work days. Tools must be kept clean and free of unnecessary rust or abuse and must be maintained according to the instructions.

CLEAN-UP 11

CONDITION: Given a specific work assignment and location and a specific amount of time allowed for clean-up at the end of the work shift.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Clean up your work area at the end of the work shift."

BEHAVIOR: Client will clean the work area at the end of the work shift.

STANDARD: Behavior on 20 consecutive work days. Work area must be cleaned of excess debris and materials within the time allowed for clean-up at the end of the work shift.

TOOL STORAGE 12

CONDITION: Given specific procedures and locations for storing supplies, tools, and/or equipment, and a specific amount of time allowed for storing at the end of the work shift.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Store your (supplies, tools, and/or equipment) in the right way at the end of your work shift."

BEHAVIOR: Client will store the supplies, tools, and/or equipment.

STANDARD: Behavior on 20 consecutive work days. The supplies, tools, and/or equipment must be stored properly within the time allowed.

PRODUCT STORAGE 13

CONDITION: Given a specific procedure for storing finished work products in the proper location and a specific amount of time allowed for storing at the end of the work shift.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Store the finished products in the right way."

BEHAVIOR: Client will store the finished products.

STANDARD: Behavior on 20 consecutive work days. The finished work products must be stored properly within the time allowed.

CONFUSION 14

CONDITION: Given a situation in the work setting or part of the job with which the client is unclear as to how to perform.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you come to something you don't understand, contact a co-worker or supervisor."

BEHAVIOR: Client will contact a co-worker or supervisor.

STANDARD: Behavior within five minutes on four consecutive occasions. Co-worker or supervisor must be contacted before work continues.

MISTAKE 15

CONDITION: Given a specific job assignment or task and the occurrence of a mistake by the client or a problem with the materials or tools that he/she cannot correct without assistance.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you make a mistake that you can't correct or when there is a problem with the materials or tools, contact the supervisor."

BEHAVIOR: Client will contact the work supervisor.

STANDARD: Behavior within five minutes on four consecutive occasions. The work supervisor must be contacted before work continues.

WORK PROBLEMS 16

CONDITION: Given a set of five specific examples of potential problems involved with the client's work task (e.g., running out of materials, fire hazard, reporting bad equipment).

INSTRUCTION: "Show me what you would do if (problem named and described)."

BEHAVIOR: Client will demonstrate the response to each of the five problems.

STANDARD: All five solutions must be demonstrated correctly, each within two minutes, on four consecutive occasions.

NEW ASSIGNMENT 17

CONDITION: Given a new job assignment or task.

INSTRUCTION: "Work on this job."

BEHAVIOR: Client will perform the new work assignment.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The specific job assignment or task must be performed correctly, and the rate of work must be acceptable as defined by the supervisor.

ASSEMBLY 18

CONDITION: Given a work assignment of assembling specific objects.

INSTRUCTION: "Put these (name of object) together."

BEHAVIOR: Client will perform the assembly work assignment.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The specific job assignment or task must be performed correctly, and the rate of work must be acceptable, as defined by the supervisor.

DURATION 19

CONDITION: Given a specific work assignment for a specific duration.

INSTRUCTION: "Work on this job for (name period of time)."

BEHAVIOR: Client will perform the work assignment for the specified time period.

STANDARD: Behavior on four consecutive occasions. The work assignment must be performed for the specified duration (with the exception of any formal breaks).

TASK RESPONSES 20

CONDITION: Given a specific job assignment or task consisting of a maximum of ten specific responses.

INSTRUCTION: "Work on this job."

BEHAVIOR: Client will perform the responses for the specific work task.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The specific job assignment or task must be performed correctly and the rate of work must be acceptable, as defined by the supervisor.

TASK SEQUENCE 21

CONDITION: Given a specific job assignment or task consisting of a series of a maximum of ten responses occurring in a particular sequence.

INSTRUCTION: "Work on this job."

BEHAVIOR: Client will perform the specific work assignment.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The specific job assignment or task must be performed in the sequence given, and the rate of work must be acceptable, as defined by the supervisor.

TASK ORDER 22

CONDITION: Given two different job assignments or tasks.

INSTRUCTION: "Do the (name of first job) first and then do the (name of second job)."

BEHAVIOR: Client will perform the two job assignments or tasks in order.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. Both jobs or tasks must be performed correctly and in the order assigned, and the rate of work must be acceptable, as defined by the supervisor.

ANOTHER WORKER 23

CONDITION: Given a specific job assignment or task that involves a minimum of two workers performing separate parts of the task.

INSTRUCTION: "Do your part of the job with this (these) worker(s)."

BEHAVIOR: Client will perform his/her part of the job assignment.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The part of the specific job assignment or task given to the client must be performed correctly, and the rate of work must be acceptable as defined by the supervisor.

TASK CHANGE 24

CONDITION: Given a specific job assignment or task that involves a minimum of two workers performing separate parts of the task.

INSTRUCTION: "Do the part of the job that (other worker's name) is doing now."

BEHAVIOR: Client will change job assignments with the other worker and perform that worker's duties.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The new assignment must be performed correctly, and the rate of work must be acceptable as defined by the supervisor.

UNFAMILIAR TASK 25

CONDITION: Given a new work task, involving a minimum of three specific responses that were part of the client's previous work task, and training on the parts of the new task that are unfamiliar.

INSTRUCTION: "Work on this new job."

BEHAVIOR: Client will perform the new work task.

STANDARD: Behavior must occur until there is a new instruction or the job is completed. The new task must be performed correctly, and the rate of work must be acceptable as defined by the supervisor.

TOOL BORROWING 26

CONDITION: Given a situation in which the client is required to borrow a tool or material from another worker.

INSTRUCTION: "Ask (the worker) if you can borrow the (tool or material) and return it (within the specified time)."

BEHAVIOR: Client will ask the worker for the (tool or material) and will return it within the required period of time.

STANDARD: Behavior on four consecutive occasions. The tool or material must be requested and return to the worker within the time allotted.

WORK RATE 27

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Work harder." or "Work faster."

BEHAVIOR: Client will increase work behavior in terms of rate of production, speed, duration, frequency, or reduction in errors.

STANDARD: Behavior on four consecutive occasions. Work production (final products), speed of client's individual responses, client on-task time, or correct responses must increase, or number of errors must decrease, compared to client's previous performance.

DISRUPTIONS 28

CONDITION: Given a specific job assignment that the client is performing, and three different events that are potentially disruptive (e.g., phone ringing, someone walking by).

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"If there are minor disruptions, ignore them and keep working."

BEHAVIOR: Client will continue working during minor disruptions.

STANDARD: Behavior on 20 consecutive work days. Work must continue without interruption.

DEADLINE 29

CONDITION: Given a situation in which the client must complete a specific task or a specific quantity of work products by a certain time.

INSTRUCTION: "We have to finish this (task name or product amount) by (time)."

BEHAVIOR: Client will remain on-task and continue working.

STANDARD: Behavior on four consecutive occasions. The specific task or quantity of work must be completed by the specified time.

ADDITIONAL ASSIGNMENT 30

CONDITION: Given a specific work assignment or product that is completed and time remaining in the work day.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you run out of work, ask the supervisor for a new assignment."

BEHAVIOR: Client will ask the supervisor for an additional work assignment or product on which to begin work.

STANDARD: Behavior on four consecutive occasions. The supervisor must be contacted within 15 minutes after the client's original work assignment or product is completed.

DEMONSTRATION 31

CONDITION: Given a demonstration by a supervisor on how to perform a specific job assignment or task that involves a maximum of five responses.

INSTRUCTION: "Watch how this is done and then do it."

BEHAVIOR: Client will perform the task after the demonstration.

STANDARD: Behavior on four consecutive occasions. The job assignment or task must be performed correctly, and the rate of work must be acceptable, as defined by the supervisor.

MODEL 32

CONDITION: Given a model of an object consisting of a maximum of five parts and given another one of the same object unassembled.

INSTRUCTION: "Put the parts together like the model."

BEHAVIOR: Client will assemble the object.

STANDARD: Behavior on four consecutive occasions. The parts must be assembled correctly to match the model, and the rate of work must be acceptable, as defined by the supervisor.

DIAGRAM 33

CONDITION: Given a set of diagrammatic instructions consisting of a maximum of three different steps.

INSTRUCTION: "Follow these instructions."

BEHAVIOR: Client will perform the steps of the instructions.

STANDARD: Behavior on four consecutive occasions. Instructions must be followed and behaviors performed correctly in the proper order, and the rate of work must be acceptable, as defined by the supervisor.

WRITTEN INSTRUCTIONS 34

CONDITION: Given a maximum of three different written instructions.

INSTRUCTION: "Follow these instructions."

BEHAVIOR: Client will perform the instructions.

STANDARD: Behavior on four consecutive occasions. Instructions must be followed and behaviors performed correctly, and the rate of work must be acceptable, as defined by the supervisor.

PROCEDURE 35

CONDITION: Given a job with a specific goal but no specified procedure or method to obtain the goal.

INSTRUCTION: "Figure out how we can do this (reach the goal)."

BEHAVIOR: Client will devise a procedure and accomplish the goal.

STANDARD: Behavior on four consecutive occasions. The procedure or method devised by the client must accomplish the goal within a reasonable amount of time (as defined by the supervisor) and must not waste materials or abuse tools.

SUPERVISION 36

CONDITION: Given the job of supervising a minimum of one worker.

INSTRUCTION: "Supervise the worker(s)."

BEHAVIOR: Client will (1) get the worker(s) to start and stop work as required, (2) notify client's supervisor of any problems relating to the worker(s) that the client cannot correct, and (3) assist client's supervisor in evaluation of the worker(s) job performance.

STANDARD: Behavior on 20 consecutive work days. The worker(s) must start and stop work on time, complete their task(s), and the client must give feedback about each worker to the supervisor.

SCHEDULE CHANGE 37

CONDITION: Given a daily schedule that the client has followed for a minimum of ten work days and some component(s) of that schedule that is (are) changed.

INSTRUCTION: "Follow the revised schedule."

BEHAVIOR: Client will follow the changed schedule.

STANDARD: Behavior on 20 consecutive work days. The changed schedule must be followed correctly.

WORK RULES 38

CONDITION: Given training concerning work conduct rules.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Follow the work rules."

BEHAVIOR: Client will behave as specified in all rules.

STANDARD: Behavior on 20 consecutive work days. There must be no observed violation of any rule.

SAFETY RULES 39

CONDITION: Given training concerning safety rules at the place of employment.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Always follow the safety rules."

BEHAVIOR: Client will behave as specified in all safety rules.

STANDARD: Behavior on 20 consecutive work days. There must be no observed violation of any safety rule.

EQUIPMENT SAFETY 40

CONDITION: Given a specific job assignment or task requiring the use of manual and/or power tools and training in safe use of the equipment.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Use this equipment in a safe way."

BEHAVIOR: Client will safely use the equipment.

STANDARD: Behavior on 20 consecutive work days. There must be no observed instance of unsafe use of any equipment.

DANGER 41

CONDITION: Given five safe and five dangerous situations at work described or shown to the client (e.g., a ladder placed properly, a ladder placed improperly).

INSTRUCTION: "Is this (name of situation) safe or dangerous?"

BEHAVIOR: Client must verbally identify safe and dangerous situations.

STANDARD: All ten situations must be identified correctly, each withiin 30 seconds, on four consecutive situations.

ACCIDENTS 42

CONDITION: Given training in how to report three or more specific types of industrial accidents.

INSTRUCTION: "Show me how to report a (name of accident)."

BEHAVIOR: Client will demonstrate the procedure for reporting each accident.

STANDARD: All three procedures must be demonstrated correctly, each within five minutes, on four consecutive occasions.

EVALUATION 43

CONDITION: Given a specific job assignment or task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Only ask the supervisor how you've done at the end of the day or during the first day of a new job assignment."

BEHAVIOR: Client will ask the supervisor for evaluation of his/her work only at the end of the day or during the first day of a new job assignment.

STANDARD: Behavior on 20 consecutive work days. When interviewed, the supervisor must state that the client questioned him/her only at the end of the day or during the first day of a new job assignment.

PERFORMANCE 44

CONDITION: Given a specific job assignment or task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Do your job right so that you will get good evaluations by your supervisor."

BEHAVIOR: Client will perform the specific work assignment.

STANDARD: Behavior during a 20-day work period. Client's work must be subsequently evaluated by the supervisor as satisfactory.

SELF-EVALUATION 45

CONDITION: Given a specific job assignment at which the client has been working for at least 20 days, and a specific scale for evaluation of work performance.

INSTRUCTION: "Evaluate your own work."

BEHAVIOR: Client will use the scale to evaluate his/her own work performance.

STANDARD: Behavior within 15 minutes. The client's evaluation must be in agreement with the supervisor's evaluation.

PROMOTION 46

CONDITION: Given a place of employment for two years or more.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Work hard and try to earn promotion."

BEHAVIOR: Client will obtain advancement.

STANDARD: Behavior within two years. At least one advancement in the client's job role or promotion must have occurred.

CONDITION: Given a completed work evaluation on the client and a minimum of one specific behavior to improve.

INSTRUCTION: "Perform this (these) behavior(s) so that your work evaluation will be better next time."

BEHAVIOR: Client will perform the specific behavior(s) stated.

STANDARD: Behavior during a 20-day work period. The subsequent work evaluation must be scored higher than the initial one.

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

WORK PERFORMANCE SKILLS

			Initial Assessment		Training	
Summary		Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	1	On Time	☐			
☐	2	Tools	☐			
☐	3	Undamaged Materials	☐			
☐	4	Amount of Materials	☐			
☐	5	Set-Up	☐			
☐	6	Starting Time	☐			
☐	7	On-Task	☐			
☐	8	Area Clean	☐			
☐	9	Excessive Waste	☐			
☐	10	Tools Clean	☐			
☐	11	Clean-Up	☐			
☐	12	Tool Storage	☐			
☐	13	Product Storage	☐			
☐	14	Confusion	☐			
☐	15	Mistake	☐			
☐	16	Work Problems	☐			
☐	17	New Assignment	☐			
☐	18	Assembly	☐			
☐	19	Duration	☐			
☐	20	Task Responses	☐			
☐	21	Task Sequence	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

WORK PERFORMANCE SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	22	Task Order	☐			
☐	23	Another Worker	☐			
☐	24	Task Change	☐			
☐	25	Unfamiliar Task	☐			
☐	26	Tool Borrowing	☐			
☐	27	Work Rate	☐			
☐	28	Disruptions	☐			
☐	29	Deadline	☐			
☐	30	Additional Assignment	☐			
☐	31	Demonstration	☐			
☐	32	Model	☐			
☐	33	Diagram	☐			
☐	34	Written Instructions	☐			
☐	35	Procedure	☐			
☐	36	Supervision	☐			
☐	37	Schedule Change	☐			
☐	38	Work Rules	☐			
☐	39	Safety Rules	☐			
☐	40	Equipment Safety	☐			
☐	41	Danger	☐			
☐	42	Accidents	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

WORK PERFORMANCE SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	43 Evaluation	☐			
☐	44 Performance	☐			
☐	45 Self-Evaluation	☐			
☐	46 Promotion	☐			
☐	47 Improvement	☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
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☐		☐			

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VBC CHAPTER 7

ON-THE-JOB SOCIAL SKILLS

ON-THE-JOB SOCIAL SKILLS

On-the-job social skills are of critical importance. There is some evidence that at least as many jobs are lost because of deficient social skills as because of work performance deficits. If a worker annoys other workers, shows bizarre or disturbing behaviors, or is unable to "get along" with coworkers and supervisors, he/she is likely to have social difficulty and receive low evaluations by peers and/or supervisors.

On-the-job social skills include such skills as being friendly to others, following accepted communication procedures, being able to deal constructively with criticism, refraining from socially destructive or annoying behaviors, talking, answering, and touching others appropriately, and in general, being an accepted member of the work staff.

The standards or criteria for some of the skill objectives in this chapter are in a different form than those of other skill objectives. It is appropriate for several of these objectives to use a "social validation" as assessment of the client's skill level. Social validation is used when dealing with complex classes of behavior that are difficult to specify, break into component responses, and measure (Minkin, Braukmann, Minkin, Timbers, Timbers, Fixsen, Phillips, & Wolf, 1976), for example, "getting along with coworkers." For such a class of behavior one can decide upon certain responses that may be components of the particular class, train those responses, and then have judges rate whether or not the client "gets along with coworkers." The judges' ratings act both as a standard for performance and as a validation of the critical response components of the particular class of behavior. The judges in these objectives are the client's coworkers and supervisor.

If such a social validation criterion is considered by the user to be inappropriate for a given client or situation, an alternative criterion may be established. For example, if talking too much during work is a problem for a client, a maximum standard of 15 "talks" to other clients during work might be determined. Then if the client stays under this maximum each day for a specified number of days, the skill objective has been accomplished.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. (These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose.)

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, if the work setting has no change in supervisors, the objective that requires maintenance of performance under a new supervisor might be deleted (1) as not appropriate. A new skill objective might be added (2) in which the client interacts in a friendly way with more than one supervisor. Or the condition, behavior, and standard might be modified (3) to require that the client interact verbally (or with sign language) with a new supervisor at least twice each day for ten working days.

It should be noted that the standards for correct performance of these skills are usually more demanding than in some of the former chapters. These more stringent requirements are necessary to insure that the worker's social skills are consistently appropriate in the job situation. For example, it would not be appropriate on only three of four occasions for a client to avoid hitting a supervisor who has reprimanded him. A client should *never* hit a supervisor.

Intended use of the on-the-job social skill objectives is provided by the following illustration.

CONVERSATION 5

CONDITION:	Given a specific job assignment or task which involves a minimum of one other worker.
INSTRUCTION:	(In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.) "While working or on breaks you can talk to your fellow workers in a friendly manner, but don't talk to them so much that they can't work."
BEHAVIOR:	Client will verbally interact with coworker(s) without disrupting or interfering with their job assignments.
STANDARD:	Behavior during a 20-day work period. The frequency of the client's verbal interactions must be appropriate, as defined by the agreement of all co-workers interviewed at the end of the 20-day period (co-workers must be asked, "Did the client ever talk to you so much that you couldn't do your work?")

An INITIAL ASSESSMENT of "+" on the Skill Summary Chart indicates that the client interacted verbally with co-workers (without the instruction being given). After a 20-day work period the client's co-workers were asked the question in the standard. Each agreed that the client did not talk so much that the co-workers could not do their work. Thus, the plus and date were entered under "INITIAL ASSESSMENT," a "+" entered in the summary column, and no additional training on this skill objective was required. If any of the co-workers had indicated that the trainee or client talked so much that it interfered with the co-worker's work, the instructor would have marked "–" under "INITIAL ASSESSMENT" and then begun training at that time or on some later date.

In the INSTRUCTION component of several of the skill objectives in this chapter, the following statement is made: "In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required." In a "real job," those skills will be expected without any instructions. For example, no one will instruct the client to use only his/her own tools and belongings.

The cues for that behavior should be present in the natural work setting. Thus, the client has mastered the skill objective only if he/she emits those behaviors without any instructions. However, the INSTRUCTION is included in the skill objective because it may be useful in the early stages of training.

ON-THE-JOB SOCIAL SKILLS INDEX

1. Arrival
2. Departure
3. Interest
4. Assistance
5. Conversation
6. Complaints
7. Ordering Workers
8. Verbalizations
9. Intensity
10. Argument
11. Physical Contact
12. Habits
13. Profanity
14. Truth
15. Theft
16. Supervisor
17. Reprimand
18. Supervisor Interaction
19. New Supervisor

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ARRIVAL 1

CONDITION: Given the arrival at the place of work.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"When you first see your co-workers each day, say 'hello,' 'hi,' or some other nice greeting."

BEHAVIOR: Client will give a greeting when first seeing co-workers.

STANDARD: Behavior on 20 consecutive work days. At least one appropriate greeting must be observed each day (either initiated by the client or in response to another person's greeting.)

DEPARTURE 2

CONDITION: Given the departure from the place of work.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you leave for the day, say 'see you,' 'good-bye,' or some other appropriate good-bye."

BEHAVIOR: Client will say good-bye when leaving the place of work.

STANDARD: Behavior on 20 consecutive work days. At least one appropriate good-bye must be observed each day (either initiated by the client or in response to another person's good-bye).

INTEREST 3

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Show an interest in your fellow worker(s) by watching him/her work and by asking questions about what he/she does."

BEHAVIOR: Client will observe fellow worker(s) perform their specific job and will ask the worker(s) questions about the job.

STANDARD: Behavior during a 20-day work period. When asked at the end of the 20-day period, the worker(s) must state that the client showed an interest in his/her (their) work.

ASSISTANCE 4

CONDITION: Given a specific job assignment or task which involves a minimum of one other co-worker who requires assistance to perform a particular task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"If one of your fellow workers needs some help, ask him/her if you can help."

BEHAVIOR: Client will ask the co-worker if the client can assist.

STANDARD: Behavior within three minutes on four consecutive occasions of a co-worker needing assistance.

CONVERSATION 5

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this insturction only if training is required.)

"While working or on breaks, you can talk to your fellow workers in a friendly manner, but don't talk to them so much that they can't work."

BEHAVIOR: Client will verbally interact with co-worker(s) without disrupting or interfering with their job assignments.

STANDARD: Behavior during a 20-day work period. The frequency of the client's verbal interactions must be appropriate, as defined by agreement of all co-workers interviewed at the end of the 20-day period (co-workers must be asked, "Did the client ever talk to you so much that you couldn't do your work?")

COMPLAINTS 6

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"While working or on breaks you can talk to your fellow workers in a friendly manner, but don't complain about them or say anything bad unless they are doing the job wrong or doing something dangerous."

BEHAVIOR: Client will verbally interact with co-worker(s) without saying anything negative or punishing about them unless the job is being done wrong or they are doing something dangerous.

STANDARD: Behavior during a 20-day work period. The content of the client's verbal interactions must be appropriate, as defined by agreement of all co-workers interviewed at the end of the 20-day period (co-workers must be asked, "Has the client ever said anything bad about any other worker to you?" If yes, co-worker must be asked, "Did the client say it was about a job done wrong or a dangerous situation?")

ORDERING WORKERS 7

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"While working or on breaks you can talk to your fellow workers in a friendly manner, but don't tell any other worker what to do or how to behave unless they are doing the job wrong or they are doing something dangerous."

BEHAVIOR: Client will verbally interact with co-worker(s) without telling any worker what to do unless the job is being done wrong or they are doing something dangerous.

STANDARD: Behavior during a 20-day work period. The content of the client's verbal interactions must appropriate, as defined by agreement of all co-workers interviewed at the end of the 20-day period (co-worker must be asked, "Has the client ever ordered you around?" IF yes, co-worker must be asked "Did the client order you when the job was done wrong or when there was something dangerous?")

VERBALIZATIONS 8

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"While working or on breaks you can talk to your fellow workers in a friendly manner, but don't make up unreal things to talk about and don't talk to yourself."

BEHAVIOR: Client will verbally interact with co-worker(s) without making up unreal things to say and without talking to him/herself.

STANDARD: Behavior during a 20-day work period. The content of the client's verbal interactions must be appropriate as defined by agreement of all co-workers interviewed at the end of the 20-day period (co-workers must be asked, "Do you understand what the client talks about?" and "Does the client ever talk to him/herself?")

INTENSITY 9

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"While working or on breaks you can talk to your fellow workers in a friendly manner, but don't yell or talk loud."

BEHAVIOR: Client will verbally interact with co-worker(s) without yelling or talking loud.

STANDARD: Behavior during a 20-day work period. The loudness of the client's verbal interactions must be appropriate as defined by agreement of all co-workers interviewed at the end of the 20-day period (co-workers must be asked, "Does the client ever yell or talk too loud?")

ARGUMENT 10

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"You can talk with your fellow workers in a friendly manner, but don't argue loudly with them."

BEHAVIOR: Client will verbally interact appropriately with co-worker(s) without arguing loudly.

STANDARD: Behavior during a 20-day work period. The content of the client's verbal interactions must be appropriate as defined by agreement of all co-workers when interviewed at the end of the 20-day period (co-workers must be asked, "Does the client ever argue loudly with you?")

PHYSICAL CONTACT 11

CONDITION: Given a specific job assignment or task which involves a minimum of one other worker.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"While working or on breaks you can touch other workers while shaking hands, "Giving five", or helping someone up from the floor, but don't hit anyone or touch anyone who doesn't like it."

BEHAVIOR: Client will touch other workers only in appropriate situations.

STANDARD: Behavior during a 20-day work period. The client's interactions must be appropriate as defined by agreement of all co-workers interviewed at the end of the 20-day work period (co-workers must be asked, "Has the client ever hit you?" and "Has the client ever touched too much?")

HABITS 12

CONDITION: Given a specific job assignment or task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"You can have your own habits and ways of doing things, but don't do anything that bothers or upsets another person, such as singing to yourself, too much complaining, or picking your nose."

BEHAVIOR: Client will not exhibit any offensive tics, nervous habits, or inappropriate behaviors.

STANDARD: Behavior during a 20-day work period. When asked at the end of the 20-day period, the supervisor must state that the client did not exhibit any tics, nervous habits, or other inappropriate behaviors.

PROFANITY 13

CONDITION: Given a specific job assignment or task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"While at work, do not cuss or swear too much."

BEHAVIOR: Client will not use excessive profanity.

STANDARD: Behavior during a 20-day work period. When asked at the end of the 20-day period, the supervisor must state that the client did not swear too much.

TRUTH 14

CONDITION: Given a specific job assignment or task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"When talking with your fellow workers, always tell the truth — never lie."

BEHAVIOR: Client will always tell the truth when talking with co-workers.

STANDARD: Behavior during a 20-day work period. No instances of lying by the client must be proven.

THEFT 15

CONDITION: Given a specific job assignment or task.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"Use only your own tools and belongings, and never steal anyone else's things."

BEHAVIOR: Client will use only his/her own tools and belongings.

STANDARD: Behavior on 20 consecutive work days. When observed, client must possess his/her own belongings, and no incident of theft must be proven to have been committed by the client.

SUPERVISOR 16

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Who tells you what to do at work, and who do you ask if you have any questions?"

BEHAVIOR: Client will point to and/or state the name of his/her immediate supervisor.

STANDARD: Behavior within ten seconds on four consecutive occasions. Person named or pointed to must be the immediate supervisor of the client.

REPRIMAND 17

CONDITION: Given a situation in which the client is verbally reprimanded by a co-worker or supervisor.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"If you are criticized or reprimanded for something, ask the reasons for it and be able to state them and what you can do to correct the problem."

BEHAVIOR: Client will ask the reasons for the reprimand, and for specific behaviors to change.

STANDARD: Behavior on four consecutive occasions. The reasons for the reprimand and the specific behaviors to change must be stated by the client, and no emotional response must be exhibited (e.g., crying, hitting, complaining).

SUPERVISOR INTERACTION 18

CONDITION: Given a specific job assignment or task, and the immediate supervisor.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required).

"While working or on breaks only talk to the supervisor when it is needed. Say hello to him and be nice, but other than that, talk to him/her only when there is something important."

BEHAVIOR: Client will greet the supervisor, but will verbally interact with him/her only when there is an important matter.

STANDARD: Behavior during a 20-day work period. When interviewed at the end of the 20-day period, the supervisor must state that the client did not talk too much to him/her.

NEW SUPERVISOR 19

CONDITION: Given a specific job assignment or task for the client, and a change in supervisors.

INSTRUCTION: "You are going to have a new supervisor. Keep working like you have in the past."

BEHAVIOR: Client will maintain work schedule and rate of production.

STANDARD: Behavior during a 20-day work period. No decrease in production or work rate must occur.

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

☒ **Skill Objective Mastered** **Trainer(s):** _____

ON-THE-JOB SOCIAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Arrival	☐			
☐	2	Departure	☐			
☐	3	Interest	☐			
☐	4	Assistance	☐			
☐	5	Conversation	☐			
☐	6	Complaints	☐			
☐	7	Ordering Workers	☐			
☐	8	Verbalizations	☐			
☐	9	Intensity	☐			
☐	10	Argument	☐			
☐	11	Physical Contact	☐			
☐	12	Habits	☐			
☐	13	Profanity	☐			
☐	14	Truth	☐			
☐	15	Theft	☐			
☐	16	Supervisor	☐			
☐	17	Reprimand	☐			
☐	18	Supervisor Interaction	☐			
☐	19	New Supervisor	☐			
☐			☐			
☐			☐			

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VBC CHAPTER 8

UNION-FINANCIAL-SECURITY SKILLS

UNION-FINANCIAL-SECURITY SKILLS

Union, financial, and security skills are concerned with economic considerations. It is not appropriate to dictate how a good worker will spend the money earned; however, guidelines about the economic aspects of the job are important. These skills include verbal and motor behaviors concerned with company policy, withholding and payroll deductions, obtaining pay, overtime, union functions, insurance and benefits, pay periods and amounts, handling pay, using checks, and budgeting.

As described in Chapter 1, skill objectives may be modified to suit the client, training program, or setting. Modifications may be made in one or more of the following ways:

1. Deleting skill objectives that are not appropriate.

2. Adding new skill objectives that may be needed. (These should be written in the same format as the ones included here. Some blank forms at the end of the chapter are provided for that purpose.)

3. Modifying existing skill objectives by adapting (a) conditions and instructions, (b) behaviors, and/or (c) standards to suit a client with particular needs or handicapping conditions or to better suit the purpose of training.

For example, in a setting where overtime work is not a possibility, the objective about overtime might be deleted (1) as not appropriate. A new skill objective might be added (2) concerning a procedure for joining the credit union, if such a benefit is available. Or the condition, behavior, and standard of the overtime objective might be modified (3) to accommodate actual participation in overtime work by the client.

Intended use of the union, financial, and security skill objectives is provided by the following illustration.

JOB TITLE 1

CONDITION:	Given the client's official job title and hours worked.
INSTRUCTION:	"What is your job title and what hours do you work?"
BEHAVIOR:	Client will state the job title and the hours worked.
STANDARD:	Behavior within one minute on four consecutive occasions. The job title and hours stated must be correct.

An INITIAL ASSESSMENT of "-" on the Skill Summary Chart indicates that the instructor asked the client what his/her job title was and the hours worked. However, the client accurately named the job title but erred when stating the number of hours worked in the week. That is, on at least one occasion the client was wrong about some part of the answer. This does not meet the criterion of correct behavior on four consecutive occasions. When training for this objective begins, the date is entered under "Date Begun." When the client demonstrates mastery of the skill (four consecutive occasions), the date is entered under "Date Completed" on the Skill Summary Chart, and a " + " is entered in the summary column. If the worker had demonstrated mastery of the skill in initial assessment, the instructor would have marked " + " under "INITIAL ASSESSMENT" and entered the date.

In the INSTRUCTION component of several of the skill objectives in this chapter, the following statement is made: "in the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required." In a "real job," those skills will be expected without any instructions. For example, no one will instruct the client to fill out income tax forms. Receiving the appropriate tax forms should be the cue for these behaviors. Thus, the client has mastered the skill objective only if he/she emits those behaviors without any instructions. However, the INSTRUCTION is included in the skill objective because it may be useful in the early stages of training.

UNION-FINANCIAL-SECURITY SKILLS INDEX

1. Job Title
2. Withholding Forms
3. Company Policy
4. Compensation
5. Unions
6. Union Functions
7. Strike
8. Insurance
9. Insurance Information
10. Time Clock
11. Hours
12. Earnings
13. Pay Supervisor
14. Check Cashing
15. Bank Slips I
16. Bank Slips II
17. Deposits
18. Withdrawals
19. Checks
20. Budgets
21. Expense Records
22. Income Tax

JOB TITLE 1

CONDITION: Given the client's official job title and hours worked.

INSTRUCTION: "What is your job title and what hours do you work?"

BEHAVIOR: Client will state the job title and the hours worked.

STANDARD: Behavior within one minute on four consecutive occasions. The job title and hours stated must be correct.

WITHHOLDING FORM 2

CONDITION: Given the withholding form for dependents.

INSTRUCTION: "Fill out the form, writing down the number of dependents you want to claim."

BEHAVIOR: The client will fill out the form.

STANDARD: Behavior within five minutes on four consecutive occasions. The form must be filled out correctly, with a number equal to or less than the number of people directly dependent on the client, written in the appropriate space.

COMPANY POLICY 3

CONDITION: Given the company policies on: (1) the rate of pay (per hour, per unit, per schedule, etc.), pay days, and procedure for obtaining the paycheck; (2) number of vacation days per year and the procedure for receiving them; (3) number of sick days per year and the procedure for receiving them; and (4) overtime.

INSTRUCTION: (1) "How much pay do you get, when do you get paid, and how do you get your paycheck?"
(2) "How many vacation days do you get a year, and how do you get them?"
(3) "How many sick days do you get a year, and how do you take them?"
(4) "What is the company policy on overtime?"

BEHAVIOR: Client will answer each of the above questions.

STANDARD: All four questions must be answered correctly, each within three minutes, on four consecutive occasions. The information stated by the client must correspond with company policy.

COMPENSATION 4

CONDITION: Given the state policies on workmen's compensation and unemployment insurance.

INSTRUCTION: (1) "What is Workmen's Compensation, and how do you get it?"
(2) "What is unemployment insurance, and how do you get it?"

BEHAVIOR: Client will answer each of the above questions.

STANDARD: Both questions must be answered correctly, each within three minutes, on four consecutive occasions. Workmen's Compensation must be defined as payment to a worker injured on the job, and unemployment insurance must be defined as payment to a worker laid off the job. The client's descriptions for obtaining each must correspond with state policy.

UNIONS 5

CONDITION: Given a description of unions and union functions.

INSTRUCTION: "What is a union, and what are two things that a union does for you?"

BEHAVIOR: Client will describe a union and state two of its functions.

STANDARD: Behavior within five minutes on four consecutive occasions. A union must be described as an association of workers, and at least two union functions must be stated (e.g., higher wages, better working conditions, help with work grievances).

UNION FUNCTIONS 6

CONDITION: Given a union representative and/or literature relating to the union at the client's place of work.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Talk with the union representative and/or read about the union so that you know what the union does."

BEHAVIOR: Client will talk with the union representative and/or read the literature.

STANDARD: Behavior within one day. The following questions relating to the duties and functions of the union must be answered correctly by the client: (1) "What is the name of the union?" (2) "How do you get in the union?" (3) "How much are the union dues?"

STRIKE 7

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Why do workers go on strike?"

BEHAVIOR: Client will state at least one reason that workers strike.

STANDARD: Behavior within two minutes on four consecutive occasions. At least one reason must be stated for workers going on strike (e.g., no work contract, poor working conditions, inadequate pay).

INSURANCE 8

CONDITION: Given a description of insurance and the functions of insurance.

INSTRUCTION: "What is insurance, and what are two things insurance does for you?"

BEHAVIOR: Client will describe insurance and state two of its functions.

STANDARD: Behavior within five minutes on four consecutive occasions. Insurance must be described as payment to a company which pays back money to the individual if he/she becomes sick or injured. At least two functions of insurance must be stated (e.g., pays money if sick or injured, helps with hospital bills, pays dividends).

INSURANCE INFORMATION 9

CONDITION: Given an insurance representative and/or literature relating to insurance available at the client's place of work.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Talk with the insurance representative and/or read about the insurance so that you know about the insurance you can get."

BEHAVIOR: Client will talk with the insurance representative and/or read the literature.

STANDARD: Behavior within one day. The following questions relating to the available insurance must be answered correctly by the client: (1) "What kind of insurance is it?"; (2) "How do you get the insurance?"; (3) "How much is the insurance?"

TIME CLOCK 10

CONDITION: Given a time clock, time card, and instructions for use.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"When you get to work each day, punch in using your time card. When you quit for lunch, punch out. When you start work after lunch, punch in, and when you leave work for the day, punch out."

BEHAVIOR: Client will punch the time card upon arrival at work, quitting for lunch, starting work after lunch, and leaving work.

STANDARD: Behavior on 20 consecutive work days. Each day the time card must be punched at the above times in the correct places on the card.

HOURS 11

CONDITION: Given the length of one pay period.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Keep track of the number of hours you worked in one pay period."

BEHAVIOR: Client will record the number of hours worked in the pay period.

STANDARD: Behavior within one pay period. The number of hours stated by the client must correspond with the number computed by the pay supervisor.

EARNINGS 12

CONDITION: Given the number of hours worked by the client in one pay period and the rate of pay (per hour, per unit, per schedule, etc.).

INSTRUCTION: "Figure out how much money you made during this pay period."

BEHAVIOR: Client will compute the gross amount of pay earned during the pay period.

STANDARD: Behavior within 15 minutes. The amount computed by the client must correspond with the amount computed by the pay supervisor.

PAY SUPERVISOR 13

CONDITION: Given only the verbal instruction.

INSTRUCTION: "If you have questions about your paycheck or about your pay or hours worked, whom do you ask?"

BEHAVIOR: Client will point to and/or name the pay supervisor.

STANDARD: Behavior within ten seconds on four consecutive occasions. The person named or pointed to must be in charge of the pay.

CHECK CASHING 14

CONDITION: Given only the verbal instruction.

INSTRUCTION: "Where and how can you cash your check?"

BEHAVIOR: Client will state or demonstrate where and how the check can be cashed.

STANDARD: Behavior within five minutes on four consecutive occasions. A place to cash the check (e.g., supermarket, bank), proper signature, and identification must be specified.

BANK SLIP I 15

CONDITION: Given a bank deposit slip, a withdrawal slip, and check, presented in a mixed order.

INSTRUCTION: "Point to the deposit slip."
"Point to the withdrawal slip."
"Point to the check."

BEHAVIOR: Client will point to the item named.

STANDARD: All three items must be pointed to correctly, each within ten seconds, on four consecutive occasions.

BANK SLIP II 16

CONDITION: Given a bank deposit slip, a withdrawal slip, and check, presented in a mixed order.

INSTRUCTION: "What is this?" (Point to one of the items.)

BEHAVIOR: Client will name the item pointed to.

STANDARD: All three items must be named correctly, each within ten seconds, on four consecutive occasions.

DEPOSITS 17

CONDITION: Given a specific sum of money, a savings account book, a blank deposit slip, and a savings account at a bank.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Fill out the deposit slip, and deposit this money in your savings account."

BEHAVIOR: Client will fill out the deposit slip and give the money, the deposit slip, and the savings account book to the teller.

STANDARD: Behavior within 20 minutes on four consecutive occasions. The deposit slip must be completed, within three minutes, so that no corrections are made on it by the teller and the savings account book shows the money credited to the account.

WITHDRAWALS 18

CONDITION: Given a savings account book, a blank withdrawal slip, and a savings account at a bank.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Withdraw a small sum of money from your savings account."

BEHAVIOR: Client will fill out the withdrawal slip and give the withdrawal slip and the savings account book to the teller and request that a certain amount of money be withdrawn.

STANDARD: Behavior within 20 minutes on four consecutive occasions. The withdrawal slip must be completed, within three minutes, so that no corrections are made on it by the teller, the client is given the money, and the savings account book shows the money debited from the account.

CHECKS 19

CONDITION: Given a department or grocery store, certain merchandise from the store, checks from the client's checking account, and the client's personal identification.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Write a check to pay for this merchandise."

BEHAVIOR: Client will write a check for the amount of the merchandise and will give it to the store employee with proper identification.

STANDARD: Behavior on four consecutive occasions of paying by check. The check must be filled out correctly, and the proper identification must be shown (if requested), so that the transaction is completed. The check must not be returned due to insufficient funds.

BUDGETS 20

CONDITION: Given the specific amount of net (take home) pay per month.

INSTRUCTION: "Figure out a budget for spending your money for rent, utilities, food, and transportation."

BEHAVIOR: Client will compute how much of the net pay must be allocated to each area.

STANDARD: Behavior within one day. The total amount of money allocated for all of the areas must not exceed the net pay per month, and there must be sufficient funds allocated so that if the client spent only the budget money in these areas, the bills would be paid.

EXPENSE RECORDS 21

CONDITION: Given a prepared monthly budget.

INSTRUCTION: "Keep a written record of how much money you spend and what you spend it on this month and live within the budget."

BEHAVIOR: Client will keep a written record of expenses for the month.

STANDARD: Behavior within one month. The money spent in each area must be within the amount specified in the budget.

INCOME TAX 22

CONDITION: Given federal and state income tax short forms, W-2 forms, and instructions for use.

INSTRUCTION: (In the natural situation, this behavior should occur with no instruction. Use this instruction only if training is required.)

"Fill out your federal and state income tax short forms."

BEHAVIOR: Client will complete the federal and state short forms.

STANDARD: Behavior within one week. The information on the tax forms, when checked, must appear in the appropriate spaces and correspond with the information on the W-2 forms, and all calculations must be figured correctly.

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

UNION-FINANCIAL-SECURITY SKILLS

			Initial Assessment		Training	
Summary		Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	1	Job Title	☐			
☐	2	Withholding Forms	☐			
☐	3	Company Policy	☐			
☐	4	Compensation	☐			
☐	5	Unions	☐			
☐	6	Union Functions	☐			
☐	7	Strike	☐			
☐	8	Insurance	☐			
☐	9	Insurance Information	☐			
☐	10	Time Clock	☐			
☐	11	Hours	☐			
☐	12	Earnings	☐			
☐	13	Pay Supervisor	☐			
☐	14	Check Cashing	☐			
☐	15	Bank Slips I	☐			
☐	16	Bank Slips II	☐			
☐	17	Deposits	☐			
☐	18	Withdrawals	☐			
☐	19	Checks	☐			
☐	20	Budgets	☐			
☐	21	Expense Records	☐			

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SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

UNION-FINANCIAL-SECURITY SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	22	Income Tax	☐			
☐			☐			
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VBC CHAPTER 9

IEP AND IWRP

INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM (IWRP)

Public laws require individualized written plans to be constructed for many students, trainees, and clients. *The Vocational Behavior Checklist* may be used to construct such plans to comply with these laws and provide quality plans of education, training, and rehabilitation. The Individualized Education Program (IEP) is required for "all handicapped children." The Individualized Written Rehabilitation Program (IWRP) is required for "handicapped individuals" receiving rehabilitation services. The Employment Development Plan (EDP) is recommended for persons served by the Comprehensive Employment and Training Act (CETA).

Individualized Education Program (IEP)

The "Education for All Handicapped Children Act of 1975" (Public Law 94-142) states:

> (19) The term "individualized education program" means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

The IEP can take any written form as long as it includes:

1. What the child or student can do at present.
2. Yearly goals, including short-term instructional objectives.
3. The type and content of training.
4. A starting date and how long training will probably continue.
5. Specific and regularly scheduled evaluation procedures with *objective criteria*.

What might the IEP for Anthony (considered in Chapter 1) look like? In Chapter 1 Anthony had mastered Prevocational Skills 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, 30, 31, 32, 34, 40, 45, 49 and 50. The prevocational instructor and training staff of the Employment Training Program have determined this during assessment of his skills to date. This is represented in Part 1 (Present Levels of Student or Trainee Performance) of the IEP for Anthony.

Part 2 of Anthony's IEP indicates annual goals. His advisory committee members believe that he can master the rest of the necessary Prevocational Skill Objectives in the coming year. With those basic skills as a foundation, he should be able to master the remaining skills for successfully applying for obtaining, and performing the job of an air conditioning repairman or repairman's helper.

The short term objectives in Part 3 of Anthony's IEP follow directly from these annual goals. They are objectively specified and objectively evaluated. Clear statements of conditions, behaviors, and standards as contained in the skill objectives of *The Vocational Behavior Checklist* are necessary for such objective planning and assessment.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Trainee Anthony Dogood Date of Meeting 9-12-80

Date of Birth 3-18-63 Advisory Committee Members

County Apple

School Employment Training Program

% Time Per Week in Reg. Class 0

Part I
(Present Levels of Student or Trainee Performance)

Summary of Present Levels	Instrument(s)	Placement Recommendation(s)
Mastered Prevocational skill objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, 30, 31, 34, 40, 45, 49, and 50.	*The Vocational Behavior Checklist*	Remain full-time in the Employment Training Program

Part 2
(Annual Goals)

Statement of Annual Goals	Dates	Post-Test, Instrument(s) (Summative Evaluative)
The overall two-year goals are that Anthony will complete the Employment Training Program and achieve full-time competitive employment. The goal for the coming year (9-80 to 9-81) is that he will complete and master all remaining prevocational skill objectives except 32, 41, 42, 54, 55, 180, 181, 182, 183, and 185 (items not applicable). It is now projected that during the following year (9-81 to 9-82) he will master the necessary skill objectives from *Job Seeking Skills, Interview Skills, Job Related SKills, Work Performance SKills, On-the-Job Social Skills, Union-Financial-Security Skills,* and Air Conditioning Repair.	Start 9-18-80 End 9-82 Review 9-81	*The Vocational Behavior Checklist* and performance in competitive employment.

PART 3
(Short Term Objectives)

Short Term Objectives	Materials, Equipment and/or Resources	On-Going Instrument(s) (Formative Evaluation)
Anthony should master approximately 15 Prevocational skill objectives per month to meet his annual goal. September — No. 17, 24, 26, 27, 29, 35, 36, 37, 38, 43, 47, 48, 51, and 52. October — No. 53, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68 and 69. November — etc. December — etc.	All materials and equipment required are specified in *The Vocational Behavior Checklist.* The prevocational instructor will use tactile prompting, auditory prompting, and visual prompting as necessary to facilitate mastery of the needed skills.	*The Vocational Behavior Checklist*

_____ _____
Signature(s) of Parent or Guardian *Date*

_____ _____
Signature of Trainee (if appropriate)

_____ _____

_____ _____

_____ _____
Signature(s) of IEP Implementor(s)

Thus, *The Vocational Behavior Checklist* may be used as a planning tool, a training tool, and an evaluation tool. As such, it facilitates construction and implementation of the IEP for vocational trainees.

Individualized Written Rehabilitation Program (IWRP)

The "Rehabilitation Act of 1973" (Public Law 93-112) requires an Individualized Written Rehabilitation Program (IWRP) for each handicapped individual eligible for vocational rehabilitation services. The act indicates that primary emphasis is to be placed upon, "the determination and achievement of a vocational goal for such individual." It further states:

> (b) Each individualized written rehabilitation program shall be reviewed on an annual basis at which time each such individual (or, in appropriate cases, his parents or guardians) will be afforded an opportunity to review such program and jointly redevelop its terms. Such program shall include, but not be limited to (1) a statement of long-range rehabilitation goals for the individual and intermediate rehabilitation objectives related to the attainment of such goals, (2) a statement of the specific vocational rehabilitation services to be provided, (3) the projected date for the initiation and the anticipated duration of each such service, (4) objective criteria and an evaluation procedure and schedule for determining whether such objectives and goals are being achieved, and, (5) where appropriate, a detailed explanation of the availability of a client assistance project established in such area pursuant to Section 112.

The IWRP may take any written form, but must include:

1. Long-range rehabilitation goals including intermediate objectives.
2. The type of services and training that will be provided.
3. Starting and ending dates for each service.
4. *Objective criteria* for determining if objectives and goals are being met.
5. Possible availability of a relevant client assistance project.

Suppose that Anthony is a rehabilitation client, and an IWRP must be written for him (see following page). The format is similar to an IEP. It includes overall goals and methods of objective evaluation. It also includes intermediate objectives and methods of objective evaluation. If the client is to receive vocational training at a facility or in an independent employment training program, *The Vocational Behavior Checklist* can facilitate planning, implementation, and objective evaluation of progress.

Employment Development Plan (EDP)

The Comprehensive Employment and Training Act (CETA) recommends that CETA trainees have an Employment Development Plan (EDP). Although not required by law, the EDP is similar in purpose to the IEP and IWRP. That is, it should project long and short term objectives with probable dates, specify the nature of training, and state objective criteria for assessment of progress and evaluation. *The Vocational Behavior Checklist* can serve to make the EDP a functional part of the trainee's program.

INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM (IWRP)

Client Anthony Dogood
SS No. 902-87-1122

Counselor James Jarvis
Date 9-12-80

Part I
(Long Range Rehabilitation Goals)

Statement of Long Range Goals	Dates	Criteria for Goal Attainment
The overall goals are that Anthony will complete counseling and training for employment and achieve full-time competitive employment. Preliminary evaluation by *The Vocational Behavior Checklist* indicates that he should be able to complete the Employment Training Program in two years. At that time he should be qualified to obtain employment in air conditioning repair or a related field. Preliminary evaluation indicates good mechanical skills and interest in this field.	Start 9-80 End 9-82 Review — Four times per year	Performance on *The Vocational Behavior Checklist* and performance in competitive employment.

Part 2
(Intermediate Rehabilitation Objectives)

Intermediate Objectives	Dates	Objective Evaluation
Anthony will receive counseling as needed; he is not in need of physical or mental restoration (VR Status 16). His first intermediate objective is to enter vocational training (VR Status 18). He will enter the Employment Training Program on South Market Street. We project that he will finish Prevocational Training during the first year, complete the remainder of training the following year, and be ready for trial employment (VR Status 22) by 9-82. Successful closure (VR Status 26) is anticipated in the fall of 1982.	9-80 9-81 9-82	*The Vocational Behavior Checklist* by staff of the Employment Training Program on an on-going basis with reports to the VR counselor four times per year (October, January, April, July). Performance in competitive employment.

RELIABILITY AND VALIDITY

How reliably may the behaviors described in *The Vocational Behavior Checklist* be assessed? How validly do these behaviors relate to the behaviors necessary for getting and keeping a job? These are the questions of concern in this chapter.

In a review of behavior checklists, Walls, Werner, Bacon, and Zane (1977) suggest several reliability and validity concerns of relevance to behavior checklists. In this chapter, *The Vocational Behavior Checklist* is considered in terms of two kinds of reliability (Reliability as Stability and Reliability as Interobserver Agreement) and two kinds of validity (Content Validity and Criterion Related Validity).

Reliability As Stability

If a checklist skill objective is *stable,* an observer will score the same performance in the same way that he or she did two weeks ago. That is, there should be high agreement between the way two identical performances are scored even though some amount of time separates these two observations by the same observer.

Some authors have suggested that videotapes be made of client or student performance. These tapes can then be viewed and behaviors scored by the same observers at different points in time to determine how stable the measures are. This was the procedure used for the present assessment of stability.

Vocational trainees (vocational rehabilitation clients) were filmed on video tape at a vocational training center. They were filmed either in the normal work (on-the-job training) setting or in testing situations. For Prevocational Skills, Job Seeking Skills, Interview Skills, Job Related Skills, and Union-Financial-Security Skills, all skill objectives that could be tested in that training center were listed. From each chapter, five skill objectives were selected randomly for assessment of stability and interobserver reliability. Five clients were then tested individually on each of the five skill objectives from each chapter. These skill objectives randomly selected and tested are identified in Table 1.

Similarly, five items each were randomly selected from Work Performance Skills and On-the-Job Social Skills. While viewing videotapes of five clients in the normal work (on-the-job training) setting, assessment of the occurrence or non-occurrence of the five items for these two chapters were made.

Thus, in each category of skill objectives five skill objectives were selected and assessed for five different clients. Accordingly, there were 25 scores (5 skill objectives x 5 clients) recorded in each category at Time 1. Two weeks later (Time 2) these same skill objectives were again assessed from the same video-tapes by the same observers.

Skills were considered stable if the observers scored them the same at Time 2 as they had at Time 1. For example, as shown in Table 1, Observer 1 scored all 25 client Prevocational performances the same at Time 2 as at Time 1. This yields 100% agreement between Time 1 and Time 2 (Stability 1.0). Observer 2 scored 24 of 25 client Prevocational performances the same at Time 2 as at Time 1, yielding 96% agreement (Stability .96).

As reported in Table 1, stability across all seven categories ranged from 92% to 100% using two observers. The overall mean stability of *The Vocational Behavior Checklist* was 97%.

Reliability as Interobserver Agreement

If a checklist skill objective is well defined in terms of conditions and behavior and has clear criteria or standards of performance, two or more independent observers should score the same performance the same way.

TABLE 1

Reliability

Interobserver (Two independent observers)

	Observer 1 and 2
Prevocational Skills 1, 22, 27, 45, and 67 for five persons:	$\frac{24\ A^a}{24\ A + 1\ D^b} = .96$
Job-Seeking Skills 1, 3, 5, 7, and 10 for five persons:	$\frac{25\ A}{25\ A + 0\ D} = 1.0$
Interview Skills 2, 3, 5, 8, and 18 for five persons:	$\frac{21\ A}{21\ A + 4\ D} = .84$
Job Related Skills 14, 15, 16, 19, and 21 for five persons:	$\frac{24\ A}{24\ A + 1\ D} = .96$
Work Performance Skills 4, 19, 30, 32, and 42 for five persons:	$\frac{24\ A}{24\ A + 1\ D} = .96$
On-the-Job Social Skills 1, 2, 13, 15, and 16 for five persons:	$\frac{25\ A}{25\ A + 0\ D} = 1.0$
Union-Financial-Security Skills 5, 7, 8, 13, and 14 for five persons:	$\frac{23\ A}{23\ A + 2\ D} = .92$

Stability (2 week interval)	Observer 1	Observer 2
Prevocational Skills 1, 22, 27, 45, and 67 for five persons:	$\frac{25A}{25A + 0D} = 1.0$	$\frac{24A}{24A + 1D} = .96$
Job-Seeking Skills 1, 3, 5, 7, and 10 for five persons:	$\frac{24A}{24A + 1D} = .96$	$\frac{24A}{24A + 1D} = .96$
Interview Skills 2, 3, 5, 8, and 18 for five persons:	$\frac{25A}{25A + 0D} = 1.0$	$\frac{23A}{23A + 2D} = .92$
Job Related Skills 14, 15, 16, 19, and 21 for five persons:	$\frac{25A}{25A + 0D} = 1.0$	$\frac{23A}{23A + 2D} = .92$
Work Performance Skills 4, 19, 30, 32, and 42 for five persons:	$\frac{25A}{25A + 0D} = 1.0$	$\frac{24A}{24A + 1D} = .96$
On-the-Job Social Skills 1, 2, 13, 15, and 16 for five persons:	$\frac{25A}{25A + 0D} = 1.0$	$\frac{25A}{25A + 0D} = 1.0$
Union-Financial-Security Skills 5, 7, 8, 13, and 14 for five persons:	$\frac{23A}{23A + 2D} = .92$	$\frac{24A}{24A + 1D} = .96$

[a]A = agreements

[b]D = disagreements

An index of interobserver reliability was computed by comparing the scores of Observer 1 and Observer 2 at Time 1. For example, in Table 1 interobserver reliability for Prevocational Skills was 96% (.96). This indicates that Observer 1 and Observer 2 agreed in the recording of 24 of the 25 client Prevocational performances.

As reported in Table 1, interobserver reliability across all seven categories ranged from 84% to 100%. The overall interobserver reliability of *The Vocational Behavior Checklist* was 95%.

Content Validity

The skill objectives of a behavior checklist are samples of situations. How well those skill objectives sample the particular situation (vocational skills in this case) is termed content validity. Content validity does not yield a numerical value, but rather gives a clear definition of the universe represented and describes the procedures followed in the sampling from that universe. In other words, how well does *The Vocational Behavior Checklist* represent the universe of vocational skills?

As the American Psychological Association notes in their *Standards for Educational and Psychological Tests* (1974) content validity requires an operational rather than theoretical definition of universe and sample. As stated in Chapter 1, construction of *The Vocational Behavior Checklist* began with more than 200 behavior checklists collected from rehabilitation facilities and schools throughout the United States and some other countries. Of these checklists (Walls, Werner, Bacon, & Zane, 1977), 39 checklists contained vocational or occupational items (Walls & Werner, 1977). Of these 39 checklists, 21 were found to be constructed well enough to suggest objective ways to assess vocational behaviors. Thus, the universe was based on the experience of many training facilities and vocational training personnel spread over a wide geographic area. Rather than sampling from this broad array of behaviors the entire universe was used to suggest skill objectives for Prevocational, Job Seeking, Interview, Job Related, Work Performance, On-the-Job Social, and Union-Financial-Security skills. Although many novel skill objectives were added to fill apparent gaps, and all skill objectives were written in the comprehensive objective format (condition, behavior, standard), the content of *The Vocational Behavior Checklist* captures the collective experience and judgment of an impressive array of vocational training personnel. It is much more comprehensive than the wisdom and experience of a single facility, a single staff, or a single vocational training group. Thus, the content validity of *The Vocational Behavior Checklist* must be considered high.

Criterion Related Validity

Concurrent or predictive criterion related validity indicates how well a measure correlates with some reliable criterion. In the present case, what do *employers* indicate the critical vocational skills are for job success and retention? The research in employer indication of critical job skills was surveyed after the skill objectives for *The Vocational Behavior Checklist* had been completed. Thus, a high agreement between what employers consider necessary and skill objectives of *The Vocational Behavior Checklist* would indicate high criterion related validity.

Buehler (1969) interviewed employers in 13 occupations representing eight of the nine occupational groupings listed by the U.S.E.S. Dictionary of Occupational Titles. The 20 most essential work skills or characteristics listed by these employers were compared to the present skill objectives. Nineteen of these 20 were covered by skill objectives in *The Vocational Behavior Checklist*, yielding 19/20 = 95% agreement between the two.

Darcy and Powell (1973) stated that reports published by business firms and by the U.S. Department of Labor indicated eight employee characteristics that employers considered desirable. Each of those eight was covered by skill objectives in *The Vocational Behavior Checklist*, yielding 8/8 = 100% agreement.

Rodhouse (1977) contacted 11 major employers in the southern Illinois area. Of the 50 job related behaviors considered important by one or more employers, 48 were included in *The Vocational Behavior Checklist*, yielding 48/50 = 96% agreement.

Soloff, Goldston, and Pollack (1972) wrote, "After canvassing studies in which work ratings have been correlated with measures of subsequent work functioning, we selected 12 areas of work program behavior demonstrated to be crucial for later work functioning. The better a client is able to perform in each of these areas, the more likely he is to get and hold a job in competitive employment" (p. 3). The *Vocational Behavior Checklist* contains skill objectives corresponding with all 12 areas, yielding 12/12 = 100% agreement.

Accordingly, the criterion related validity with these sources was .95, 1.0, .96, and 1.0. This yields an overall average criterion related validity of .97. Thus, the user may have confidence that *The Vocational Behavior Checklist* includes the important and relevant vocational skills.

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APPENDICES

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Full-Time Job	☐			
☐	2	Part-Time Job	☐			
☐	3	Job Identification I	☐			
☐	4	Job Identification II	☐			
☐	5	Occupations	☐			
☐	6	Reasons	☐			
☐	7	Color Discrimination I	☐			
☐	8	Color Discrimination II	☐			
☐	9	Texture Discrimination I	☐			
☐	10	Texture Discrimination II	☐			
☐	11	Pincer Grasp	☐			
☐	12	Nuts and Bolts	☐			
☐	13	Nuts and Bolts:Size	☐			
☐	14	Color Sorting	☐			
☐	15	Size Sorting	☐			
☐	16	Shape Sorting	☐			
☐	17	Bolt Sorting	☐			
☐	18	Nuts, Bolts, Washers	☐			
☐	19	Object Packing	☐			
☐	20	Glass Packing	☐			
☐	21	Taping	☐			

VBC 239

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	22 Lockfolding	☐			
☐	23 String	☐			
☐	24 Long Fold	☐			
☐	25 Short Fold	☐			
☐	26 Third Fold	☐			
☐	27 Letter	☐			
☐	28 Envelope	☐			
☐	29 Stamp	☐			
☐	30 Pages	☐			
☐	31 Stapler	☐			
☐	32 Rubber Bands	☐			
☐	33 Straight Line	☐			
☐	34 Curved Line	☐			
☐	35 Tools I	☐			
☐	36 Tools II	☐			
☐	37 Tool Discrimination I	☐			
☐	38 Tool Discrimination II	☐			
☐	39 Wood Rasp	☐			
☐	40 Coping Saw	☐			
☐	41 Miter Box	☐			
☐	42 Hack Saw	☐			

VBC 240

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	43	Wood Plane	☐			
☐	44	Claw Hammer I	☐			
☐	45	Claw Hammer II	☐			
☐	46	Vise	☐			
☐	47	Wrench I	☐			
☐	48	Wrench II	☐			
☐	49	Ratchet I	☐			
☐	50	Ratchet II	☐			
☐	51	Brace and Bit	☐			
☐	52	Screwdriver	☐			
☐	53	Utility Knife	☐			
☐	54	Pliers	☐			
☐	55	Tin Snips	☐			
☐	56	Paint Can	☐			
☐	57	Staple Gun	☐			
☐	58	Paint Brush	☐			
☐	59	Rule	☐			
☐	60	Sandpaper	☐			
☐	61	Level	☐			
☐	62	Square	☐			
☐	63	Hand Saw	☐			

VBC 241

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	64 Hack Saw Blade	☐			
☐	65 Coping Saw Blade	☐			
☐	66 Bit	☐			
☐	67 Socket	☐			
☐	68 Staples	☐			
☐	69 Tool Cleaning	☐			
☐	70 Tool Storage	☐			
☐	71 Sandpaper Discrimination I	☐			
☐	72 Sandpaper Discrimination II	☐			
☐	73 Sandpaper Discrimination III	☐			
☐	74 Sandpaper Discrimination IV	☐			
☐	75 Paint Discrimination I	☐			
☐	76 Paint Discrimination II	☐			
☐	77 Object Assembly I	☐			
☐	78 Object Assembly II	☐			
☐	79 Job Product I	☐			
☐	80 Job Product II	☐			
☐	81 Household Objects	☐			
☐	82 Wiping Cloth	☐			
☐	83 Bed Sheets	☐			
☐	84 Mattress	☐			

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	85 Unmade Bed	☐			
☐	86 Broom	☐			
☐	87 Mop and Bucket	☐			
☐	88 Floor Wax	☐			
☐	89 Vacuum Cleaner	☐			
☐	90 Dust Rag	☐			
☐	91 Bathtub	☐			
☐	92 Refrigerator	☐			
☐	93 Windows	☐			
☐	94 Drapes	☐			
☐	95 Grocery List	☐			
☐	96 Grocery Store	☐			
☐	97 Grocery Bill	☐			
☐	98 Food Storage	☐			
☐	99 Refrigerator Items	☐			
☐	100 Cabinet Items I	☐			
☐	101 Cabinet Items II	☐			
☐	102 Apron	☐			
☐	103 Hot Water	☐			
☐	104 Cold Water	☐			
☐	105 Stove	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

			Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	106 Matches	☐			
☐	107 Teakettle	☐			
☐	108 Saucepan	☐			
☐	109 Glass Jars	☐			
☐	110 Can Opener	☐			
☐	111 Bottle Opener	☐			
☐	112 Food Wrap	☐			
☐	113 Egg	☐			
☐	114 Measuring Cup	☐			
☐	115 Measuring Spoons	☐			
☐	116 Rolling Pin	☐			
☐	117 Mixer	☐			
☐	118 Rubber Scraper	☐			
☐	119 Oven I	☐			
☐	120 Oven II	☐			
☐	121 Butcher Knife	☐			
☐	122 Frying Pan	☐			
☐	123 Paring Knife I	☐			
☐	124 Paring Knife II	☐			
☐	125 Sandwich	☐			
☐	126 Milk	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	127 Garbage Bag	☐			
☐	128 Table Preparation	☐			
☐	129 Hot-Pads	☐			
☐	130 Dish Removal	☐			
☐	131 Dirty Dishes I	☐			
☐	132 Dirty Dishes II	☐			
☐	133 Dishwater	☐			
☐	134 Dishwashing	☐			
☐	135 Sterling	☐			
☐	136 Kitchen Counter	☐			
☐	137 Dishwasher	☐			
☐	138 Dish Rag	☐			
☐	139 Dish Storage	☐			
☐	140 Sewing Needle	☐			
☐	141 Shirt and Buttons	☐			
☐	142 Dress Hem	☐			
☐	143 Socks	☐			
☐	144 Scissors	☐			
☐	145 Sewing Machine	☐			
☐	146 Clothes Sorting	☐			
☐	147 Washing Machine	☐			

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

PRE-VOCATIONAL SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	148 Dryer I	☐			
☐	149 Dryer II	☐			
☐	150 Clothesline	☐			
☐	151 Clothes Removal	☐			
☐	152 Clothes Folding	☐			
☐	153 Shirt Hangers	☐			
☐	154 Clothes Dresser	☐			
☐	155 Ironing Board	☐			
☐	156 Electric Iron	☐			
☐	157 Ironing Board Storage	☐			
☐	158 Child Bathing	☐			
☐	159 Diapers I	☐			
☐	160 Diapers II	☐			
☐	161 Child Dressing	☐			
☐	162 Hair Comb	☐			
☐	163 Child Feeding	☐			
☐	164 Playpen I	☐			
☐	165 Playpen II	☐			
☐	166 Playground	☐			
☐	167 Injury	☐			
☐	168 Numbers	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	169 Picture Groups I	☐			
☐	170 Picture Groups II	☐			
☐	171 Numbers Written I	☐			
☐	172 Numbers Written II	☐			
☐	173 Flash Cards - Numbers	☐			
☐	174 Addition I	☐			
☐	175 Addition II	☐			
☐	176 Addition III	☐			
☐	177 Subtraction I	☐			
☐	178 Subtraction II	☐			
☐	179 Subtraction III	☐			
☐	180 Multiplication I	☐			
☐	181 Multiplication II	☐			
☐	182 Division I	☐			
☐	183 Division II	☐			
☐	184 Money	☐			
☐	185 Change	☐			
☐	186 Alphabet	☐			
☐	187 Flash Cards - Alphabet	☐			
☐	188 Alphabet Written I	☐			
☐	189 Alphabet Written II	☐			

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SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

PRE-VOCATIONAL SKILLS

			Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed	
☐	190 Name and Address	☐				
☐	191 Signs I	☐				
☐	192 Signs II	☐				
☐	193 Alphabetizing	☐				
☐	194 Clock	☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
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☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				
☐		☐				

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

JOB SEEKING SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Sources	☐			
☐	2	Contacts	☐			
☐	3	Job Information	☐			
☐	4	Names	☐			
☐	5	Advertisement	☐			
☐	6	Newspaper	☐			
☐	7	Want Ads	☐			
☐	8	Job Comparison	☐			
☐	9	Job Skills	☐			
☐	10	Current Skills	☐			
☐	11	Needed Skills	☐			
☐	12	Training	☐			
☐	13	Skill Description	☐			
☐	14	Skill Requirements	☐			
☐	15	Preference	☐			
☐	16	Resume	☐			
☐	17	Communication	☐			
☐	18	Job Qualifications	☐			
☐	19	Location	☐			
☐	20	Applications	☐			
☐		_____	☐			

VBC 249

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

Trainee: _____

Skill Objective Mastered

Trainer(s): _____

INTERVIEW SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Evaluation Areas	☐			
☐	2	Interviewer Interests	☐			
☐	3	Job Information	☐			
☐	4	References	☐			
☐	5	Interview Request	☐			
☐	6	Route	☐			
☐	7	Appearance	☐			
☐	8	Introduction	☐			
☐	9	Eye Contact	☐			
☐	10	Required Skills	☐			
☐	11	Handicap I	☐			
☐	12	Handicap II	☐			
☐	13	Equipment Skills	☐			
☐	14	Work Experience	☐			
☐	15	Reasons for Job	☐			
☐	16	Client Interests	☐			
☐	17	Advancement	☐			
☐	18	End of Interview	☐			
☐	19	Employer Contact	☐			
☐	20	Interview	☐			
☐	21	Follow Up	☐			

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊠ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

JOB RELATED SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Job Specifics	☐			
☐	2	Transportation	☐			
☐	3	Intersections	☐			
☐	4	Bus I	☐			
☐	5	Bus II	☐			
☐	6	Taxi	☐			
☐	7	Grooming	☐			
☐	8	Clothes	☐			
☐	9	Home	☐			
☐	10	Locations	☐			
☐	11	Entrances	☐			
☐	12	Stairs	☐			
☐	13	Elevator	☐			
☐	14	Work Signs	☐			
☐	15	Work Locations I	☐			
☐	16	Work Locations II	☐			
☐	17	Lunch Break	☐			
☐	18	Cafeteria	☐			
☐	19	Breaks	☐			
☐	20	Work Signals	☐			
☐	21	First Aid	☐			

VBC 251

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

✠ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

WORK PERFORMANCE SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	On Time	☐			
☐	2	Tools	☐			
☐	3	Undamaged Materials	☐			
☐	4	Amount of Materials	☐			
☐	5	Set-Up	☐			
☐	6	Starting Time	☐			
☐	7	On-Task	☐			
☐	8	Area Clean	☐			
☐	9	Excessive Waste	☐			
☐	10	Tools Clean	☐			
☐	11	Clean-Up	☐			
☐	12	Tool Storage	☐			
☐	13	Product Storage	☐			
☐	14	Confusion	☐			
☐	15	Mistake	☐			
☐	16	Work Problems	☐			
☐	17	New Assignment	☐			
☐	18	Assembly	☐			
☐	19	Duration	☐			
☐	20	Task Responses	☐			
☐	21	Task Sequence	☐			

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable Trainee: _____

☒ Skill Objective Mastered Trainer(s): _____

WORK PERFORMANCE SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	22	Task Order	☐			
☐	23	Another Worker	☐			
☐	24	Task Change	☐			
☐	25	Unfamiliar Task	☐			
☐	26	Tool Borrowing	☐			
☐	27	Work Rate	☐			
☐	28	Disruptions	☐			
☐	29	Deadline	☐			
☐	30	Additional Assignment	☐			
☐	31	Demonstration	☐			
☐	32	Model	☐			
☐	33	Diagram	☐			
☐	34	Written Instructions	☐			
☐	35	Procedure	☐			
☐	36	Supervision	☐			
☐	37	Schedule Change	☐			
☐	38	Work Rules	☐			
☐	39	Safety Rules	☐			
☐	40	Equipment Safety	☐			
☐	41	Danger	☐			
☐	42	Accidents	☐			

VBC 253

SKILL SUMMARY CHART

■ Skill Objective Not Considered Applicable

⊞ Skill Objective Mastered

Trainee: _____

Trainer(s): _____

WORK PERFORMANCE SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	43	Evaluation	☐			
☐	44	Performance	☐			
☐	45	Self-Evaluation	☐			
☐	46	Promotion	☐			
☐	47	Improvement	☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
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☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			
☐			☐			

VBC 254

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** _____

⊞ **Skill Objective Mastered** **Trainer(s):** _____

ON-THE-JOB SOCIAL SKILLS

Summary		Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1	Arrival	☐			
☐	2	Departure	☐			
☐	3	Interest	☐			
☐	4	Assistance	☐			
☐	5	Conversation	☐			
☐	6	Complaints	☐			
☐	7	Ordering Workers	☐			
☐	8	Verbalizations	☐			
☐	9	Intensity	☐			
☐	10	Argument	☐			
☐	11	Physical Contact	☐			
☐	12	Habits	☐			
☐	13	Profanity	☐			
☐	14	Truth	☐			
☐	15	Theft	☐			
☐	16	Supervisor	☐			
☐	17	Reprimand	☐			
☐	18	Supervisor Interaction	☐			
☐	19	New Supervisor	☐			
☐			☐			
☐			☐			

VBC 255

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

UNION-FINANCIAL-SECURITY SKILLS

Summary	Skill Objective	Initial Assessment + or −	Initial Assessment Date	Training Date Begun	Training Date Completed
☐	1 Job Title	☐			
☐	2 Withholding Forms	☐			
☐	3 Company Policy	☐			
☐	4 Compensation	☐			
☐	5 Unions	☐			
☐	6 Union Functions	☐			
☐	7 Strike	☐			
☐	8 Insurance	☐			
☐	9 Insurance Information	☐			
☐	10 Time Clock	☐			
☐	11 Hours	☐			
☐	12 Earnings	☐			
☐	13 Pay Supervisor	☐			
☐	14 Check Cashing	☐			
☐	15 Bank Slips I	☐			
☐	16 Bank Slips II	☐			
☐	17 Deposits	☐			
☐	18 Withdrawals	☐			
☐	19 Checks	☐			
☐	20 Budgets	☐			
☐	21 Expense Records	☐			

SKILL SUMMARY CHART

■ **Skill Objective Not Considered Applicable** **Trainee:** Anthony Dogood

⊞ **Skill Objective Mastered** **Trainer(s):** T.Z.

UNION-FINANCIAL-SECURITY SKILLS

		Initial Assessment		Training	
Summary	Skill Objective	+ or −	Date	Date Begun	Date Completed
☐	22 Income Tax	☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
☐		☐			
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☐		☐			
☐		☐			

VBC 257

The Vocational Behavior Checklist

OPTIONAL DATA SHEET

Client's Name _____

Category _____

Skill Objective No. _____

Condition:

Instruction:

Behavior:

Standard:

_____

OCCASIONS

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Initials	Comments
/ /																						
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VBC 258

SKILL OBJECTIVES PROFILE SHEET

Trainee _____

% of Skill Objectives Mastered	PREVOCATIONAL	JOB SEEKING	INTERVIEW	JOB RELATED	WORK PERFORMANCE	ON-THE-JOB SOCIAL	UNION-FINANCIAL-SECURITY
100% ☐	100% ☐	100% ☐	100% ☐	100% ☐	100% ☐	100% ☐	100% ☐
90% ☐	90% ☐	90% ☐	90% ☐	90% ☐	90% ☐	90% ☐	90% ☐
80% ☐	80% ☐	80% ☐	80% ☐	80% ☐	80% ☐	80% ☐	80% ☐
70% ☐	70% ☐	70% ☐	70% ☐	70% ☐	70% ☐	70% ☐	70% ☐
60% ☐	60% ☐	60% ☐	60% ☐	60% ☐	60% ☐	60% ☐	60% ☐
50% ☐	50% ☐	50% ☐	50% ☐	50% ☐	50% ☐	50% ☐	50% ☐
40% ☐	40% ☐	40% ☐	40% ☐	40% ☐	40% ☐	40% ☐	40% ☐
30% ☐	30% ☐	30% ☐	30% ☐	30% ☐	30% ☐	30% ☐	30% ☐
20% ☐	20% ☐	20% ☐	20% ☐	20% ☐	20% ☐	20% ☐	20% ☐
10% ☐	10% ☐	10% ☐	10% ☐	10% ☐	10% ☐	10% ☐	10% ☐
0% ☐	0% ☐	0% ☐	0% ☐	0% ☐	0% ☐	0% ☐	0% ☐

VBC 259